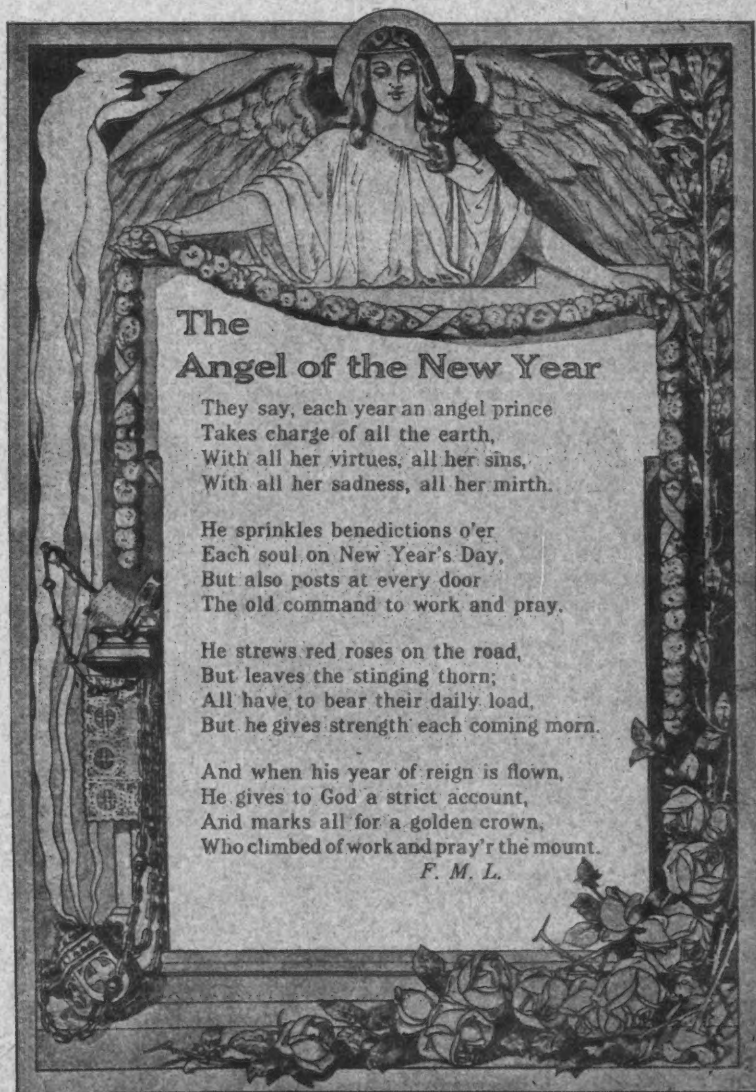


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With all her sadness, all her mirth.

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Each soul on New Year's Day,
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He strews red roses on the road,
But leaves the stinging thorn;
All have to bear their daily load,
But he gives strength each coming morn.

And when his year of reign is flown,
He gives to God a strict account,
And marks all for a golden crown,
Who climbed of work and pray'r the mount.

F. M. L.

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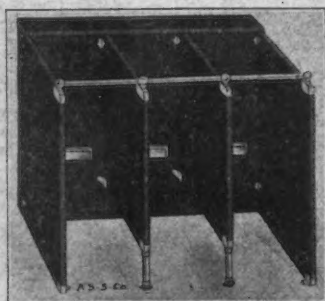
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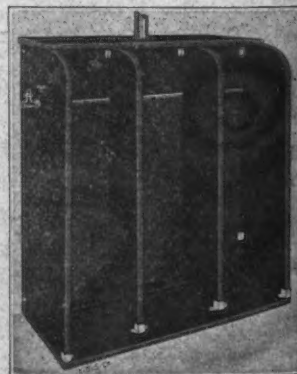
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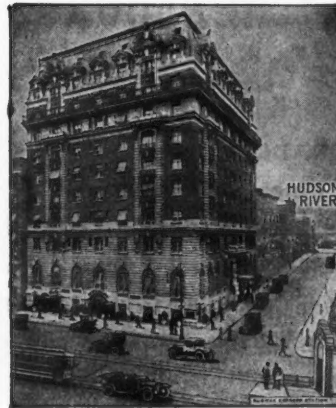
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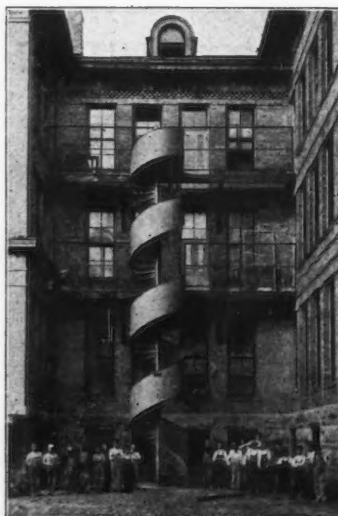
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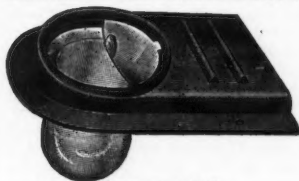
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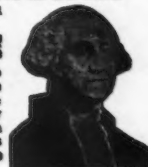
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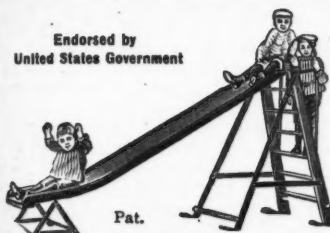
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THE NEW YEAR. A new year means a new start. The vital distinction between a start merely and a new start is that in the latter there is an opportunity of learning from our mistakes and of reinforcing the excellences in our methods and our work. May God bless our efforts and bring them to their merited fruition.

Some of us have seen several new years come and go, have observed the making—and the subsequent breaking—of many good resolutions, have witnessed the rise and fall of little schoolroom empires and the making and the unmaking of educational petty kings; we have watched the spread of theories and their rapid relegation to the pedagogical scrap heap, we have even suffered at the hands of glassy-eyed reformers who sought to renew the face of the earth but who only succeeded in setting fire to the dwellings of peace. And in view of it all, it is just possible that New Year's Day brings to us the more or less vivid impression that there is nothing new under the sun, that the young folks who make the resolutions are destined not to keep them, that things will manage to worry along somehow without the necessity of our doing the worrying.

Do you feel like that—you, dear old veteran of the classroom? Then you must be losing your grip or acquiring fatty degeneration of the heart, or something. You need to read the Gospel of St. John over again, and Stevenson's "Child Garden of Verses," and Harry Leon Wilson's "Bunker Bean." You need to renew your immortal youth. You need to realize that a new year is really new—new in possibilities, in opportunities, in blessings, in adventures, in accomplishments, in dangers, in rewards. You need to **renew** your spirit. "Create a new spirit within me."

The new year will be blessedly and fruitfully new to all of us if we but realize the importance of two things: The grace of God and the power of the human will. What, indeed, can withstand the human will infused with God's grace?

We are often told to realize our limitations. The advice is good; but we should be more frequently told to realize our powers. The greatest of these is the power of will. We can be healthy, happy, successful, influential, scholarly, anything we please, if only we will it hard enough. Too often our work is flabby because our will is flabby. What has tunnelled mountains, drained swamps, vanquished pestilence and famine, conquered the air and the sea? The human will. What has made possible and brought to their relative perfection art and literature, sculpture and architecture? The human will. What has been the driving force behind the massive and minute labors wrought in the scientific spirit? The human will. What, humanly speaking, has made saints? The human will. "If you would be a saint, will it," said one who knew.

The teacher, especially the religious teacher, needs to meditate often on the power of the human will. If man is less than fifty per cent efficient it is because he draws on less than fifty per cent of his latent volitional force. Some of us are twenty years in the teaching profession; yet, in the matter of general culture as in the matter of professional knowledge, few of us can boast of adequate possessions. Why? Have we lacked brains or opportunities? Not at all. We have lacked will; or more exactly, we have failed to utilize and develop our power of will. We have fumbled and dabbled and frittered and loafed. The will is the commander-in-chief of the personal army; the other faculties are his lieutenants who will always do his bidding if he makes them do it. But

often, when the troops should be performing their evolutions, we have suffered the general to sleep on horse back or to sulk like the Grecian hero in his tent.

And then the grace of God. Do we realize what that means?

It is the glow and the vigor of the Omnipotent coming into our lives. It is the strength of eternity nerving the arm of time. It is the Creator filling the creature with divine energy. It is Heaven come down upon earth. God's grace: it was that guided aright the chosen people despite their perversity, that preserved the infant Church in the midst of a hostile world, that converted Saul into Paul, Augustine the sinner into Augustine the saint. God's grace: it was that brought forth and cherished the great religious orders, that spread the Gospel to the uttermost parts of the earth, that filled erring men and frail women with the supernatural strength of martyrs and confessors. If the grace of God be with us, what can stand against us?

Unite the full force of the human will with the all-powerful grace of God, and you have a combination that absolutely nothing can withstand. That was the motive power that flung the ringing challenge, "Sail on, sail on!" from the lips of Columbus across the dark, uncharted seas. That was the support and consolation of the great Pope Gregory VII who, loving justice and hating iniquity, died in glorious and triumphant exile. That was the wondrous energy which, leaping from the devout and heroic heart of the noble English king, Henry V, swept the spent and tattered warriors over the walls of Harfleur and to an incredible victory on the field of Agincourt; the energy that, a few years later, glinted on the lance-tip of the Blessed Joan of Arc—a star of hope and promise to beaten, baffled France—and gave to the world the deeds and the character of the undying warrior maid.

So the new year will be new to us and to ours if we but realize the unsuspected possibilities of the human will and the unlimited potentialities of the grace of God. This is the combination that makes strong and perfect Christians. This is the combination that makes saints and scholars. This is the combination that makes thinkers and teachers and moulders of men. "I can do all things in Him Who strengtheneth me."

PERSONALITY. Will power, with God's grace in it and behind it, ought to be an essential factor in the personality of the teacher. His personality is what makes him distinctive. And without this distinctiveness, there can be no teaching. Dr. Grothers of Cambridge has well said:

"To be interesting, a thought must pass through the mind of an interesting person. In the process something happens to it. It is no longer an inorganic substance, but it is in such form that it can easily be assimilated by other minds."

Here is one of the big secrets of successful teaching. Let the teacher develop his personality and his teaching will be fascinating and fruitful. When you and I look back upon the teachers who inspired us—as distinguished from the incompetents who warped us and the bunglers who bored us to death—we recall them as distinctive personalities. They gave, each in his own way, an impression of fullness, of richness of mind and heart. Their interest kindled our interest. I know a man who was persuaded to study Anglo-Saxon because he chanced to hear "Beowulf" read aloud in the original by a teacher with personality. A careless, slipshod newspaper writer became a master of style because he once listened to a ripe and enthusiastic scholar lecture on the prose rhythm.

of Cardinal Newman. A vocation to the religious life came to a youth who grew enamoured of the calm and happiness and poise displayed in the personality of an inconspicuous monk. Personality is persuasive and contagious. Virtue goeth out from it.

AND ITS DEVELOPMENT. The building up of personality is a complex process. It is not the work of a day. It includes many elements. And it is never a finished product; its growth is ever on and on; there is literally no end of it. This being so, the teacher grasps every opportunity to develop his character, inclines his ear to every hint that offers a suggestion regarding the means of securing the broad and deep culture of which personality is the flower.

Many such hints are to be had in a new book published by John Joseph McVey of Philadelphia. "Development of Personality," by Brother Chrysostom, F. S. C., Ph. D., is one of the most important contributions to Catholic pedagogy and Catholic philosophy that has appeared in many moons. The author is a member of a religious teaching order and as such is conversant with the needs and the status of the Catholic educator. As a graduate of the Catholic University of America, where he specialized for his doctorate in education and sociology, he is in touch with the ripest and sanest scholarship; and as professor of philosophy in Manhattan College he has had ample opportunity to apply his extensive knowledge in an intensive way. His thesis is that the Catholic religious teacher possesses, in the exercise of his religious life, supreme advantages for the development of the sort of personality best suited for educational work. The virtue of faith, as developed in the religious novitiate, Brother Chrysostom analyzes in its psychological, sociological and pedagogical aspects, and finds it to be of unlimited value in the formation of the true teacher.

"This book," says the author, "is dedicated to religious teachers. It treats of a subject which, by deliberate choice, they have made their life work. But it makes a direct appeal also to all teachers who, respecting the dignity of their profession, live and labor for the propagation, the consecration and the development of the highest ethical ideals. * * * There is, then, presumptive evidence that the principles here set forth are possessed of an inherent fitness to produce and to develop in the teacher qualities which are today universally admitted to be among the most highly prized of the fruits of education."

It is our emphatic conviction that Brother Chrysostom's "Development of Personality" is a book that masters of novices, principals of normal schools and robustly self-conscious "practical" teachers stand in dire need of, a book which will give all Catholic educators many a cogent reason for the pedagogical faith that is in them; and we congratulate the learned son of St. de la Salle on the completion of his task which he has carried on so thoroughly beneath the standard of his institute, "Signum Fidei."

A GREAT CATHOLIC NOVELIST. There died last November Henryk Sienkiewicz, the Polish novelist, who stands absolutely peerless among world writers of historical romance. His most representative works have been translated into practically every European language and his vogue all over the civilized world is immense. Yet even today his greatness is not fully appreciated; not till a century or two have rolled by, not till old Father Time, that most impartial of critics, shall have said his final say, will Sienkiewicz secure his place in the sun.

His most popular book, "Quo Vadis," does not show the Polish writer at his best. It is in his Polish romances, "With Fire and Sword," "The Deluge," and "Pan Michael," that we see his undisputed supremacy. Heroic Poland lives again in his pages. His stories are gripping and vitalizing; and his word pictures, as translated for us by Jeremiah Curtin, are things of power and artistry. Nothing in universal literature so brilliantly paints the pride and panoply of war than the concluding pages of "On the Field of Glory." And many of his characters are distinctive and immortal, notably the inimitable Zagloba who has won and who merits comparison with Shakespeare's Falstaff. Sienkiewicz possesses versatility, too. He successfully essayed the psychological novel in "Without Dogma"; and in "Through the Desert" (published in this country by Benziger Brothers) he evolved one of the best juvenile stories ever written.

Catholic novelists, little and great, would do well to read a lesson or two from Sienkiewicz's Polish books. He never preaches, yet the Catholic element in his stories is insistent. He shows Catholic Principles and splendid manly piety working themselves out in action in accordance with the demands of the times he depicts and on almost every page illustrates the great truth that faith in God is man's dearest possession and most powerful asset. His big, sword-swathing heroes become as little children at the touch of religion; they fare forth to battle with hymns to Mary on their lips, and they die invoking the name of Our Savior.



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Manifestation and Representation

By Brother Leo, F. S. C.,

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

The art of pedagogy has been ever prompt—some think rather too prompt—to borrow and to apply to its specific field the terminology of other branches of human endeavor. Theology has been requisitioned, and painting, and literature; and in our own generation the effort has been made—with what measure of ultimate gain let another century determine—to reconstruct the whole field of teaching upon the skeleton of scientific formulas. We have had the laboratory method in English and the culture-epoch theory in history and even, in some quarters at least, the technical language of biology applied to the teaching of Christian Doctrine.

What is to be taught of this tendency to borrow the terminology of the arts and sciences for the work of teaching? In principle, certainly, the procedure is sound enough; and if, in practice, it is not infrequently carried to a wasteful and ridiculous excess, the fault lies in the manner more than in the matter of the application. In other arts the proceeding is commonplace; we all speak of the temperature of colors and of sounds, of the fragrance of words, of the alleged vocal appeal of architecture. And teaching, which touches human life and human experience at so many points, which is fundamentally a preparation for life, is assuredly within its rights when it borrows from the arts of life. It seeks, therefore, in science, in literature, in sculpture, for amplifications and illustrations; and so long as its findings helpfully amplify and really and pertinently illustrate, pedagogy is to be commended for seeking abroad what it cannot find at home. Let this, then, be my justification for turning to the art of vocal expression for the two words which stand at the head of this paper and for my effort to utilize them in the educational field.

Let us suppose that two Shakespearean readers come before us in succession to read Marc Anthony's oration. The first appears in full costume upon a stage arranged to represent, even in its minutest detail, the Roman forum and the funeral of the mighty Caesar. The reader acts the part of Antony; he speaks precisely as he fancies Antony spoke on the historic occasion; at the indicated moment he descends from the pulpit, holds aloft an imperial mantle rent and bloodstained, and even discloses the pale face of a corpse lying beneath it. And, "off-stage," he has a convincing semblance of a mob who punctuate his speech with shouts and cries and exhort the audience to "Hear Antony, most noble Antony!" The art of such a reader is **representative**. The second reader walks out attired in conventional evening dress, and upon his face there is not the remotest suspicion of grease-paint. The stage—if there be a stage at all—is no more suggestive of the Roman forum than of Seven Corners, St. Paul, Minnesota. And he has no assistants in the wings. His manner of speaking is not an effort to imitate in detail the orator who spoke at Caesar's funeral, but rather such that the audience reconstructs for itself the scene, the personages and the occasion. Something in the personality of this reader, in the maturity and delicate finish of his art, suggests to those who hear him every needed accessory, makes them forget his expanse of shirt front and his modish trousers and carries them, on the wings of pictorial imagination, to a realization of the stirring events that flowed from Caesar's three and thirty wounds. The art of such a reader is **manifestive**.

Representation, then, in teaching as in vocal expression, deals with externals and accidentals, with the body rather than with the soul. It is photographic. It

appeals to the reasoning powers often, but adways to the senses. Its product can invariably be analyzed and reduced to a diagram. It is well illustrated in the lines,

"I put my hat upon my head and walked into the strand,
And there I met another man whose hat was in his hand."

Manifestation, on the contrary, concerns itself with internals and essentials, with the soul rather than with the body. For the realism of the photograph it substitutes the idealism of the portrait. It is not lacking in an appeal to the reasoning powers and to the senses; but it makes its demand upon them indirectly, through the emotions and the imagination. An excellent instance of manifestation is found in a phrase from the Apostles' Creed, "and sitteth at the right hand of God."

This brief exposition will suffice to remind us that representation is the normal method of science and manifestation is the normal method of art. When the naturalist, for example, abandons representation and adopts manifestation, he ceases to be a naturalist and becomes a poet; and should the archaeologist, in drawing the plans of ancient Pompeii, follow a similar course by giving rein to his fancy, he would instantly become an artist. Thus, mathematics is essentially representative; it is manifestive only when figures lie—or, as the cynic said, when liars figure.

It is clear that both manifestation and representation find place in well-ordered teaching, and that they are not in practice mutually exclusive. It is well to be on our guard against even a vague notion that teachers are divided into two rival camps of Manifesters and Representatives. What demands reflection, however, is the role played by each in the actual conduct of the classroom. And here it seems timely to observe that, by reason of the undue and misproportioned emphasis laid in our day upon the scientific aspects of pedagogy, there is grave danger that representation, which is the normal method of science, be made too conspicuous an element in the teaching of subjects that possess no appreciable scientific content.

Representation comes into play when we are striving to form on our pupils habits of exactness, accuracy, neatness and punctuality. When there is question of memorizing dates—if nowadays there ever is question of memorizing dates!—of drawing maps, of finding dimensions, of determining the constituents of botanical specimens, the method is necessarily representative. On the other hand, when we are endeavoring to cultivate our pupils' emotional nature, to awaken their esthetic appreciation and to develop their imagination aright, we must depend upon manifestation. And, it must be admitted, most of our teaching is, or ought to be, of this order. If the art of teaching is very largely the art of suggestion, then manifestation should dominate it, for manifestation is the art of suggestion reduced to practice.

When the Catholic teacher turns to the pedagogical procedure of Our Lord as set forth in the Gospels, he finds that the Perfect Model employed both representation and manifestation. Our Savior utilized time and time again objects that possessed a direct sensory appeal—articles of food, coins, flowers, animals; He assumed in His hearers common sense and fairly acute powers of observation. In this respect His teaching was representative. But it did not end there. Representation, in Our Lord's practice of pedagogy, was employed merely as a preparation for the perception of some spiritual truth, of some moral concept, that could not be apprehended without a manifestive appeal, an appeal to the imagination, to the emotions.

So it was that, in reply to the disciples of John the Baptist, Our Savior began by a representative statement: "The blind see, the lame walk, the lepers are made clean, the deaf hear, the dead rise again, to the poor the gospel is preached." Here was a direct appeal to the

senses, to what his auditors had heard and seen. And straightway comes the manifestive element, the appeal to the imagination and the sentiments: "Blessed is he whosoever shall not be scandalized in Me." The recognition of facts is here utilized as a means of apprehending truths.

Sometimes Our Lord, rather than beginning with representation and ending with manifestation, preferred to blend the two modes of teaching. Before formulating the truth that He desired to impart, He so appealed to the pictorial and constructive imagination of his hearers, that they themselves secured from His words what the words suggested but did not express. A good example is the parable of the householder who let out his vineyard to husbandmen (St. Matthew, chap. xxi, verses 33ff). We find an abundance of representative details—the vineyard, the hedge, the press, the tower, the abusing of the servants and, finally, the murder of the master's own son; but blended with these details we find comments and modifications of thought that win the sympathies of the audience, that enable their imagination to construct motives and circumstances not directly expressed. The cumulative effect is manifestive. Thus the exceptional patience of the master of the vineyard is to be inferred from the fact that "again he sent other servants," and last of all pinned his confidence in the honor of the ingrates on the reflection, "They will reverence my son." Thus, we realize that the guilt of the murderers is doubly foul because of their cold-blooded schemings: "This is the heir; come, let us kill him, and we shall have the inheritance." And thus, instead of waiting to have Our Lord tell them what happened to the evil men, His hearers, because of the appeal to their imagination and to their sentiment of justice, are able to cry out: "He will bring those evil men to an evil end." The manifestive element in Our Lord's teaching becomes even more apparent when we recall that often He did not formulate the moral of the parables He narrated for the reason that, in many cases at least, He had so thoroughly suggested the moral that each of His auditors was able to formulate it for himself.

The teacher who really educates and inspires, as distinguished from the teacher who merely instructs, is he who employs manifestation to complete and fortify and co-ordinate the effects produced by representation. In that way he teaches his pupils one of the most important processes of the intellectual life—to generalize. And he prevents them from becoming unduly literal minded. Not long ago, an instructor, describing old Priam's appeal to Achilles, used the expression, "With tears in his voice." A hand went up and an unconscious precisian queried, "But how could he have tears in his voice?" It is the same misproportioned emphasis upon the representative element in language that causes rigorists to complain of the "inaccuracy" or the "redundancy" of splendid idioms such as "light the lights," "sit down" and "holding your own."

Sometimes the practical teacher finds it necessary to employ manifestation while entirely shunning representation. Thus the Catholic teacher who wishes to inculcate in his pupils a fervent love for holy purity and a corresponding detestation of the opposite vice cannot, without danger so grave as to be absolutely avoided, indicate by representation the matter of the holy virtue. What does he do? He points to the spotless purity of Our Savior and His Blessed Mother, to the whiteness of so many of the saints, to the tears and penances of other saints who had stained their chastity. He employs, by means of manifestation, suggestive language (this time in the better sense of the adjective); and often the children reach the paradoxical but not impossible position of hating and abhorring impurity without, at least for the time being, really and definitely knowing what impurity is.

The teacher who practically never gets beyond the textbook and the rigid recitation can never really vitalize the subject he teaches, for he employs representation almost exclusively. Textbooks are necessarily in the main representative; they give the body of facts, it is for the teacher to impart the soul of truth. Recitations can be, and should be, appreciably manifestive; but how can they be such when conducted by a teacher who holds a textbook in one hand, a class register in the other and in his mind the searing conviction that those two books are as the tablets of stone that Moses held on Sinai?

(Next month: "The Training of the Senses...")

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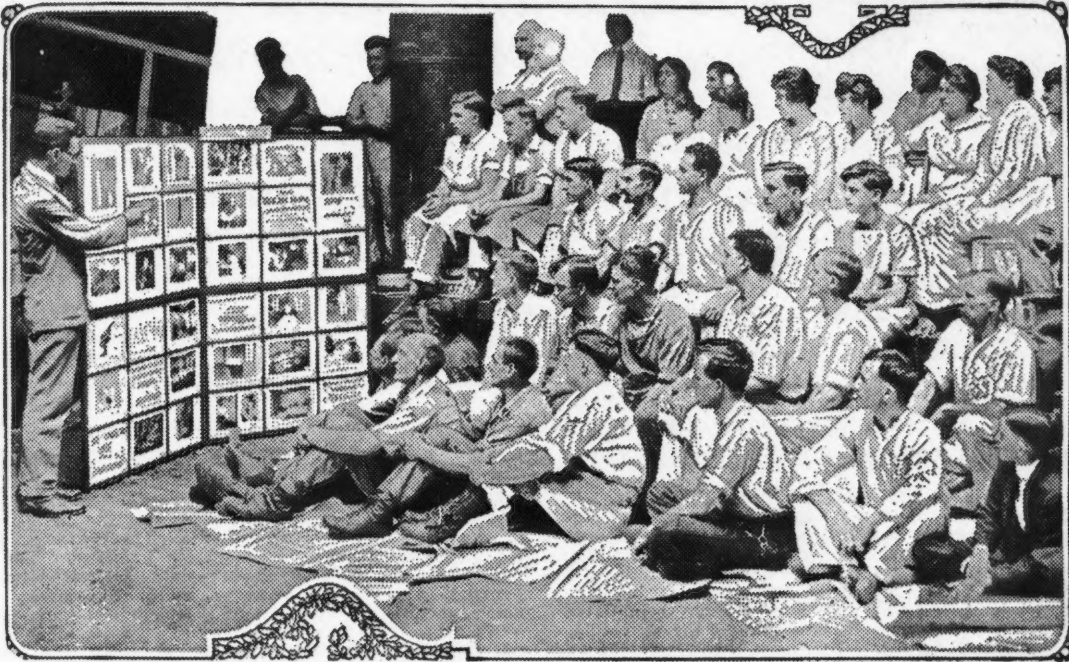
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Parochial Pupils Many in St. Louis.

Rev. A. B. Garthoefner, School Superintendent of the Archdiocese of St. Louis, has just completed a census of the schools. The archdiocese has 182 schools with 38,800 pupils. In the Archiepiscopal city, St. Louis, are 80 schools, 24,790 pupils. Outside of the city are 8,161 pupils. SS. Peter and Paul's parish school has 1,141 children; St. Anthony's, 801; Holy Trinity, 781.

St. Louis University.

There are at the present time 1,632 students in the St. Louis University, which is now in its 98th year. Of this number, 229 are in the department of Law; 240 in the department of Medicine; Dentistry, 277; Commerce and Finance, 191; Divinity, 154; Arts and Sciences, 49; Academies, 392.

Bishop-Elect Gallagher.

Coadjutor Bishop Michael J. Gallagher succeeds the late lamented Bishop Richter as Bishop of Grand Rapids, Michigan.

Archbishop Harty Installed.

On Thursday morning, December 21, at ten o'clock, the installation of Archbishop Harty, successor to the late Bishop Scannell of Omaha, took place in St. Celia's new Cathedral, Omaha, Nebr. About fifteen Bishops and Archbishops and a large number of priests were present on this occasion. Various Catholic societies and religious Orders were well represented.

Bishop-Elect Russell.

Msgr. William T. Russell, who has been appointed Bishop of Charleston, has been for more than nine years rector of St. Patrick's parish in Washington, D. C., known as the richest Catholic parish in the United States.

For fourteen years Msgr. Russell was executive secretary to Cardinal Gibbons before coming to Washington. During the nine years he has been there he has done many notable things. Most conspicuous among them has been the annual Pan-American Mass of Thanksgiving, and the New Year reception in honor of Cardinal Gibbons.

Wise Legislation.

"Every priest ordained in the Chicago Archdiocese of the Roman Catholic Church pledges himself to total abstinence for five years," remarked Archbishop G. W. Mundelein. He said he already has put this rule into force and intends to exact the pledge in all future ordinations. "If the young priests keep the total abstinence pledge for five years," he added, "it is easy to see they are likely to continue the practice for the rest of their lives."

Twelve Thousand Volumes to Catholic University.

The rich library of the late Archbishop Spalding, Peoria, bequeathed by him to the Catholic university, has reached its destination. It is contained in 68 boxes and numbers about 12,000 volumes.

Irish Research Work.

Rev. Andrew O'Kelleher of Dublin, Ireland, will be in charge of the Irish research work and Irish studies at the University of Illinois, according to action taken at a meeting of the committee on Irish Fellowship foundation of the Irish Fellowship Club of Chicago recently.

The Irish Fellowship Club has founded a chair of Irish research study and work in the University of Illinois, which later on may be extended to other states in the union.

CATHOLICS IN HOLY LAND.

There are about fifty Catholic convents and monasteries in the Holy Land.

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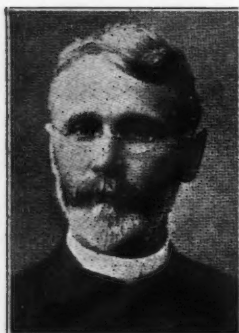
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THE PRIEST AND EDUCATION.

By the Right Rev. Bishop Philip R. McDevitt, Ex-Diocesan Superintendent of the Archdiocese of Philadelphia.



Rt. Rev. Philip R. McDevitt

In support of the many arguments which can be adduced to prove that a priest ought to have a deep interest in Catholic education is the school legislation of the last Plenary Council of Baltimore, in 1884. The council not only commands the establishment of parish schools, but specifies the agencies calculated to make them effective. Among these agencies the priest holds a foremost place. The council directs that he should organize parish schools and that he should familiarize himself with the principles and methods of education in order that he may discharge properly this duty in behalf of the children of the parish.

That the will of the council in this respect has been widely obeyed is evidenced in the progress which Catholic education has made since the Council of Baltimore. This development has been brought about in a large degree by the priest's interest in education. Hence any reference in America to the priest and education is not so much to prove that he ought to have a place in this great movement as to discuss the actual and detailed part that he should take in the direction and supervision of the education in the parish school.

There are current two opinions totally at variance as to the relations of the priest to the parish school. One opinion asserts that "a parish school is under the complete and exclusive charge of the Sisters, and no priest has any right to meddle in their affairs." "A priest should be made to understand," says the same advocate of non-interference, "that there are many things that can be better done without him, and conducting a parish school is one of them." The other opinion declares that the priest ought to concern himself with his school, for outside of his own priestly administration it is the most important factor in the spiritual and temporal welfare of his congregation.

The first opinion finds a justification in the mistakes, the blunders, the failures and the evils which at times have resulted from the efforts of a priest to organize, direct and govern a parish school. The second opinion rests upon the good, the unquestionable and far-reaching good that has flowed from the priest's co-operation. That the first opinion, namely, that neutrality is the wisest policy for a priest to follow in regard to the parish school is right, even though instances may be brought forth to support it may be doubted, if not wholly denied. If a priest should refrain from participating in certain activities simply be-

cause, in particular cases, evils have resulted from his part in them, then it is inevitable that his zeal and energy will be restricted to very narrow limits. The evils that flow from the part a priest has in parish schools are not inherent in the practice itself, but are to be traced to the personality of the individual priest, to his want of prudence, tact, good judgment and pedagogical knowledge. Were a priest to take part in any affair of moment without discretion and knowledge, evil would result. It can be demonstrated moreover, that the cases in which a priest's interest in his school has been productive of harm can be more than offset by those instances in which it has been fruitful and beneficial. Accordingly, if the fitness and the wisdom of the priest taking part in the active life of a school are granted, the only questions to be discussed are the method that should be followed and the kind of interest that should be manifested in this important phase of his priestly duty.

A priest may follow one of the two methods. His activity may be direct, personal and so complete as to reach every detail in the life of the parish school. It may be indirect, rather suggestive and co-operative than direct and dominating. A final judgment can hardly be made as to the advantage of one method over another. In certain schools where the pastor does everything that the principal should do, splendid results are in evidence. In other instances where the same absolute control of the school prevails the consequences are disastrous.

Now as to the choice of the two methods, the direct or the indirect. Where a school is in charge of lay teachers, the direct method seems to be the only right one. But where the teachers are religious the opinion may be ventured in favor of the indirect method as a definite and safe policy. The indirect method is as effective as the direct method and without its possible drawbacks. The indirect method does not mean a "laissez faire" policy. It implies on the part of the priest all the knowledge that the direct method requires. It demands that he should know something of the principles and methods of teaching; that he should have prudence, tact, good judgment, self-control, self-restraint and a due respect for the rights and feelings of others, especially of the teachers and the principal of the school; that he should know his school in every part, the children, their parents, their home conditions and the educational needs of his particular community. The indirect method does not call for less interest in the parish school than the direct. Rather it centres the responsibility upon those who are doing the actual teaching. This is the method followed in all undertakings of great moment, in which the directive and controlling agencies must leave the carrying out of details to others. It is true that there may be times when it is necessary for the priest to act directly and personally in the affairs of his school, but on the whole such cases are rare. Even when such action is not necessary, the priest who offers wise suggestions to the teachers to change, modify or improve certain conditions in the school will find an earnest and

(Continued on Page 408)

Centenary of Order.

Nineteen hundred and sixteen was a year of centenaries. Among others occurred that of the Visitation Order at Georgetown, founded Dec. 28, 1916, when Archbishop Neale, of Baltimore, received the professions of the religious vows of Miss Alice Lalor, Miss Harriet Brent and Mrs. McDermott, as Visitation nuns. From this day dates the foundation in this country of the community of saintly and gentle daughters of St. Jane Frances de Chantal and St. Francis de Sales, numbering now about 810 cloistered sisters.

Golden Jubilee.

On Tuesday, Dec. 12, the Sisters of the Incarnate Word and Blessed Sacrament of Victoria, celebrated the fiftieth anniversary of their establishment in that city.

The ceremonies began at 9 a. m. with a Pontifical High Mass at St. Mary's Church at which the Rt. Rev. J. W. Shaw, D. D., Bishop of San Antonio, officiated.

The orator of the day was Rev. J. H. Quinn, O. M. I., of St. Mary's Church, San Antonio.

Jesuit Jubilee.

A week of religious and civic celebration marked the golden jubilee, Sunday, Nov. 26, of the coming of the Fathers of the Society of Jesus to the parish of St. Ignatius Loyola at Park Avenue and Eighty-fourth Street, New York.

With His Eminence John Cardinal Farley presiding in the sanctuary, most Rev. Archbishop John Bonzano, Apostolic Delegate to the United States, was the celebrant of the Mass. The sermon was preached by Very Rec. Raymond Meagher, O. P., Provincial of the Dominican Fathers.

Honor Jubilarian.

Rev. Brother Eliphus, Professor of Mathematics at La Salle College, Philadelphia, observed on Nov. 29 his golden jubilee as a member of the Christian Brothers Order.

Among those who paid tribute by his presence to the venerable brother was the Right Rev. Philip R. McDewitt, D. D., Bishop of Harrisburg, and The Rev. Joseph M. Corrigan, D. D.

Mother Drexel.

Mother Katherine Drexel, the most widely known and honored Catholic lady, religious and convert in the Church in this country, is now in her 87th year and in her 30th as a religious, but in appearance looks many years younger. Through her about 160 schools for negroes have been established attended by about 11,000 pupils.

Mother Gonzaga III.

Mother Agnes Gonzaga Ryan, Superior-General of the Sisters of St. Joseph, was removed last week from the convent in Carondelet to St. John's Hospital, St. Louis, because of her serious illness. She is a near relative of the millionaire, Thomas Fortune Ryan, who has made numerous costly gifts to the Sisters of St. Joseph.

A Religious Family.

Miss Lucy Shannon, the fourth daughter of Mr. Thomas Shannon of Chicago to embrace the religious life, has entered the convent of the Sisters of Charity of the Blessed Virgin Mary at Dubuque, Ia., of which order her three sisters are members. They are nieces of Rev. John Donohoe, S. J., of Campion College, Prairie du Chien, Wis.

Venerable Prelates.

In the ecclesiastical Province of Cincinnati are three of the oldest Bishops in the United States—Bishop Foley, now in his eighty-fourth year; Bishop Chatard, now ending his eighty-second year; and Bishop Byrne in his seventy-fifth. Other dioceses of this country are governed by venerable and vigorous prelates.

Just say: "I Saw It In C. S. Journal."

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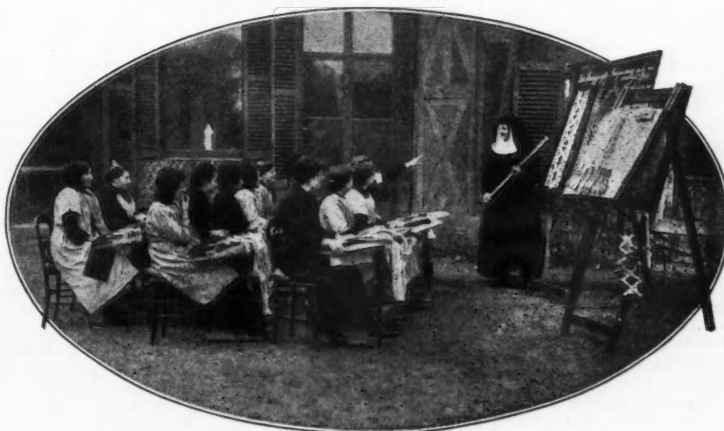
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FRANCE HAS 200,000 WAR ORPHANS.



In Training for the Struggle of Life.

It is estimated that France has, already, 200,000 war orphans, who must be cared for by the government or by charity, and the number grows day by day. This problem has been approached systematically and wonderful work is being done in the care and education of these waifs of war. The photograph is of a class of girls being taught the making of lace; but industrial training in many lines is given. Orphans may not, under recent laws, be taken out of France for adoption, but assistance from other countries in caring for them is accepted with gratitude.

The Catholic School Journal

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
445 Milwaukee St. MILWAUKEE, WIS.

JANUARY, 1917

That the New Year may be one of continued success and progress to our teaching orders, is the earnest wish of The Journal.

Beginning with the February issue, two new features will be inaugurated. "The Catholic Poets" and "Catholic Who's Who." Both will be continued from month to month during 1917.

Supervised playgrounds are maintained by the following Wisconsin cities: Milwaukee, Superior, Racine, Kenosha and Sheboygan.

Owing to the high cost of paper, children in the Milwaukee public schools are instructed to write on both sides of their tablet sheets.

What do you have in your school in the way of a cabinet or chest of remedies to apply in cases of emergency? A short course in first aid to the injured might well be taken by all teachers.

"Unto us a Son Is Given."
Given, not lent,
And not withdrawn—once sent,
This Infant of mankind, this One,
Is still the little welcome Son.
New every year,
New born and newly dear,
He comes with tidings and a song.
The ages long, the ages long;
Even as the cold,
Keen winter grows not old
As childhood is so fresh, foreseen,
And spring in the familiar green.
Sudden as sweet
Come the expected feet.
All joy is young, and new all art,
And He, too, Whom we have by heart.
—Alice Meynell.

EDUCATIONAL ADVANCES.

Do you know the old foggy? Not the quiet old foggy who goes his own way according to the fashions of the early sixties—but the rampageous old foggy who is always scolding the present from the pulpit of the past; with raucous voice, denouncing new things as "fads" because they are new and lauding the old ways which were once new ways—and upstart ways—in the opinion of a still older old foggy, long dead.

While old fogies are innocuous in most things, it is quite unfortunate if their ideas in any way retard the adoption of modern methods in education.

They must, perforce, see that we are building better schools with more modern plumbing, with better sanitary conditions, with more sensible furnishings, and with improved lighting and heating.

The thing the old foggy will not see, is that the same advances are possible in the more essential factors of education. Methods of teaching have improved; text books have improved, and the relative importance of studies has been adjusted to modern conditions.

It is the mind, open and studious to new conditions while true to fixed principles, that gives us safe guidance and real progress.

A hundred years ago the scheme of education advised that if a boy must study language, it should be a dead language; and if history, ancient history. John Stuart Mill tells us that he began the study of Greek under the tutelage of his father at three and Latin at eight. At Oxford, the text book in history was Grote's "History of Greece," in twelve volumes, or perhaps Bishop Thirlwall's equally stupendous work. (Each declared the other's work the better, and Grote said that had he known that Thirlwall was at the task, he never would have taken it up.)

Thomas Arnold, who was made Master of Rugby in 1827, and who died in 1842, did much in this fifteen years of his life to change the educational schedule by creating a tendency to substitute modern history and modern languages in place of ancient Greece and Cicero's Orations. Perhaps there was more of an educational revolution in this change to the mind of that day than there is in the radical suggestions of such men as Prof. Flexner, in our day, because we are now accustomed to all sorts of innovating propositions.

Humphrey J. Desmond

THE SIGN SYSTEM.

At present there are over 40,000 people in this country who are totally deaf. They are being cared for in nearly 150 institutions, many of which are run by Catholic Sisters. The system taught is the "one-hand alphabet," devised nearly 200 years ago by the simple French priest, Abbe de l'Epee. The invention of this French priest has been a boom to those unfortunate souls who have not the normal means of interchanging thought. Abbe de l'Epee is one of the many striking proofs of the fact that the Catholic Church is ever sol-

licitious concerning the improvement of the lot of unfortunate mankind.

Bar Clergy as Teachers.

A dispatch from Queretaro, Mexico, under recent date says the constitutional assembly has passed the educational section of the new constitution, barring clergymen of all sects from teaching in any school, by a vote of 99 to 56.

A New Departure.

The new procedure for the selection of American Bishops, which has been ordered by Pope Benedict XV through the Consistorial Congregation, abolishes the system of the submission of a "terna" of names, chosen by the irremovable rectors, after the death of a Bishop, to the Bishops of the ecclesiastical province, and in its stead establishes a system of private inquiry by the Bishops of each province for the purpose of selecting suitable priests whose names are to be secretly balloted for at a meeting of the Bishops held under the presidency of the Archbishop; and the names of those thus chosen are to be forwarded to Rome, so that the Pope can make a selection and an appointment immediately, avoiding in this way the delay which is declared to be the principal reason for changing the present procedure. A special feature of the new system is the strict secrecy "sur gravi" enjoined throughout the inquiry and selection of the three names by the Bishops.

Anent the Increased Cost of Paper.

All papers and magazines are sending up distress signals over the increased cost of production, and especially the increased price of print paper. Many periodicals are raising their subscription rates.

The Journal hopes to avoid any increase in its rate of one dollar and fifty cents the year, which is as low as any high grade monthly sells for. (Canadian and Foreign subscriptions, however, will be increased 25c over previous rates beginning Feb. 1, 1917.)

It is our intention to make more prompt collections. Our more appreciative friends usually remit without the need of our billing them. The margin in a subscription for the publisher has narrowed down to nothing and the most substantial way for the teachers in our Catholic schools to show their co-operation in furthering the interest of this, their own special medium, is to continue to take The Journal.

Poems of Uplift and Cheer

THERE ARE LOYAL HEARTS.

There are loyal hearts, there are spirits brave.
There are souls that are pure and true;
Then give to the world the best you have,
And the best shall come back to you.
Give love, and love to your heart will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your word and deed.
For life is the mirrow of king and slave.
'Tis just what you are and do;
Then give to the world the best you have,
And the best will come back to you.
—Madeline Bridges.

Just say: "I Saw It In C. S. Journal."

THE AMERICAN FEDERATION OF LABOR SPEAKS EDUCATIONALLY

The convention of the American Federation of Labor held in Baltimore in the latter part of November included the following in its declarations:

"We desire to lay emphasis upon the urgent need for labor representation on city school boards, state boards of education, and last but not least, on the governing boards of our state-owned universities."

The convention also declared it to be the right of teachers to organize and affiliate with labor and that this principle must be recognized. The convention further declared the teacher must be guaranteed the opportunity to make his due influence felt in the community, working thru the schools chiefly, but free to work thru all avenues of citizenship. The control of the teaching staff should be removed from the board of education and placed in the hands of the professional expert, the superintendent of schools. If our democracy is not to be crippled at its source democratic school administration must be secured by insuring to the teacher an effective voice in the administration. The schools must be removed from politics by the application of the merit principle of civil service to the employment, advancement and dismissal of teachers, thus securing tenures during efficiency. The people should directly control educational policies thru the popular election of boards of education. A system of free textbooks is an essential of genuinely free and democratic public schools.

INADEQUACY OF TEACHERS' PENSION FUNDS

The attempts to establish by voluntary contributions or by state legislation, a system of teachers' pensions are generally crude and result in systems inadequate for the purposes intended. Just now the teachers of California are waking up to the fact that the pension fund in that state already faces a large deficiency. President Clark of the State Board of Education states that the estimated annuities to be paid to retiring teachers for the coming year will exceed the sum paid into the fund by the teachers, by some \$30,000. The fund will have some additional revenue next year from the collateral inheritance tax, but it is stated that the income is quite fluctuating. Mr. Clark states that the law should be amended so as to make a fifty-five or sixty-year age limit for future retirements. At present many teachers retire at fifty, and some under fifty; in other words, any teacher who has taught thirty years or more. It is suggested that the teachers' contributions to the fund should be raised from one to two dollars per month.

Teachers are learning that more cannot be obtained out of the retirement fund than is put into it by themselves, or by the public treasury and themselves.

In the state of Ohio the same problem is facing the teachers' pension fund system as that facing the California teachers. Professor West of the Ohio State University has analyzed the situation pretty carefully, and shows that only from one-half to one-fifth of the money is paid into the pension fund which should be there to meet the cost of pension annuities on the basis of the present law. He states that under no circumstances will the present contributions to the fund carry the system, and, further, that only under circumstances that are extremely unlikely, if not absolutely impossible of attainment, will twice the contributions from the teachers prove adequate for the financing of the system. Since there is a deficiency for practically every class of retirements some additional source of income must be provided. The difficulty in Ohio is the same as in many other states, that teachers are allowed to retire on a pension too early in life, and on a pension out of proportion to the fund set up to meet it. Professor West declares that the present system of pensions in Ohio never will be able to stand alone, and that the matter of the solvency of the fund becomes increasingly immediate and serious.

It is an idle dream for teachers to think that they can

put from \$450 to \$600 into a pension fund and then draw a pension of \$450 a year for a period of ten, fifteen or twenty years. It is no less a dream even if the public treasury contributes a like amount to the fund. It still is wholly inadequate to meet the demands upon it. Teachers in every state and city where a pension system is in vogue should watch carefully the relation of the pension payments to the annual receipts of the fund and revise the system before the fund faces a deficiency.

LEARNING GOOD MANNERS

The importance of education in manners is due to the fact that a knowledge of social customs and social usages is almost as necessary to civilized man as a knowledge of how to earn a living. If men and women did not know and observe the rule of the road "turn to the right," their movements along any street or highway would be a continuous disturbance of traffic, not only annoying at all times, but liable to become dangerous at an unexpected moment. So it is with every other social custom. The young man or woman who does not know the rules of business or of social life is frequently ill at ease, awkward, confused and unable rightly to exert powers of speech or action, when opportunities offer for making friends that may be of larger importance than will come again for years.

In all education, manners should be taught as matters of sufficient value to be studied for themselves, not merely as minor parts of health discipline. It is true that right manners resulting from good breeding tend toward good health and good conduct and obedience, but they have also a virtue of their own. They demand for their attainment: first, control of petty irritations, capricious likes or dislikes, carelessness of speech, rudeness of action and all forms of selfishness; and, second, consideration for others, kindness of will and gentleness of word and sentiment. The daily exercise of this control and this consideration of others reacts upon all the impulses or processes of the mind and tends to produce excellency of character. — Bulletin California Commissioner of Education.

ILLITERACY IN NEW YORK

Thomas E. Finegan, Assistant Commissioner for Elementary Education, New York, told the teachers' association of that state of the prevalence of illiteracy. He said, in part:

"The recent investigation which the State Education Department caused to be made in relation to alien illiterates, revealed the astounding fact that, in the State of New York, there are at the present time at least six hundred thousand who are unable to read and write English and that there are about five hundred twenty-five thousand who are unable to read or write any language. When it is considered that there are, within the confines of the State, a sufficient number of illiterates to exceed the population of the city of Buffalo, we may form some idea of the actual menace which their presence in this country is to the proper and orderly administration of the civic and industrial affairs of the State. In eighteen states of the Union illiteracy is increasing. These states are the leading industrial and mining states and include New York, Massachusetts, Connecticut, Pennsylvania, Illinois and California. That this situation exists is due to the large number of illiterate immigrants who have come to this country in recent years. This condition is a menace to society and to American institutions and will bring discredit upon these states and the nation unless it is corrected. If Congress is not to enact a literacy test for the admission of immigrants to this country—and we think it should not—it should enact some provision which shall make it mandatory for all illiterates, who are admitted to the United States, if they are to remain here, to be able within a specified time to read and write ordinary English. To accomplish this end there should be written into the compulsory attendance statutes, specific provisions regulating the education of these illiterates.

GAMES FOR SCHOOL ROOM AND PLAYGROUND

Sara V. Loutzenhiser

WHAT SHALL WE DO AT RECESS?

In the development of the individual the natural order is from motor to mental supremacy, and we should expect that education would best follow this order. The younger the child the greater the need of giving him an opportunity to freely use his hands and feet and voice in educative ways.

BUILDING AN ESKIMO HOME

(Story Play)

1. Eskimos walk thru snow to site of new home.
2. Look up to watch snowflakes fall.
3. Draw circles with bone to show where wall is to be built.
4. Cut blocks of ice and snow.
5. Lift block, carry to circle and lay in position. (Repeat several times.)
6. Stamp down first layer of blocks.
7. Place other layers.
8. Stoop and look into new home.
9. Run around it.
10. Breathe.

HUNTSMAN

(Goal Game)

Choose a leader and have the leader march around in any way he chooses, having all the players fall in line behind him and march as he does. When the leader sees that all are in line and away from their seats he calls "Bang," when all scamper for their own seats. The first one to be seated in his own seat can be leader next time. Each leader starts the game by saying, "Who would like to go with me to hunt ducks?" (or bears, rabbits, foxes, etc.).

STAND BALL

(Tag Game)

Players scattered about an open playing space. The teacher tosses up a basket ball, volley ball, or indoor baseball and calls the name of a player. The player runs and gets the ball and the others run as far away as possible in the space. As soon as the first player gets the ball he calls "Stand," and all must stop; the one with the ball must stop also, and roll the ball at the others where he picked it up. No player may move a foot to escape being hit; if he does, or if he is hit, he is "It" and gets the ball and calls "Stand," and in all ways does as the first one did. As soon as one is hit the others are free to run away until he calls "Stand" after getting the ball. If no one is hit, the same player must go after the ball and be "It" again. The ball must be rolled, not thrown, at the players, unless all are equally large and strong, when throwing may be allowed if all agree to it.

PUTTING IN COAL

(Story Play)

1. Driving wagon to house.
2. Pulling up window. It is down low and have to stoop and push upward two or three times to get it open.
3. Hands on hips, climb into wagon. Four steps.
4. Shovel coal.
5. Pull up coal chute. Stoop with feet apart, reach forward and pull arms in hard. Repeat three times.
6. Drive home.
7. Breathing.

JACK BE QUICK—LIKE MARCHING TO

JERUSALEM

(Story Play)

Should be played in an open space. Mark as many places on the floor as there are players, less one, these marks being in four groups in distant parts of the room. If there is a piano it can be used. When the music begins, all must follow the odd player in a march about the center of the room; when the music stops, all rush for the marked places. The one left out is leader next

time. Chairs can be used in place of floor marks if they are available. Teacher or odd player gives the signals when music is not to be had.

RABBIT CHASE

(General Activity)

Two bean bags of different colors are used, one color to represent the "rabbit," the other the "hound." One child in the circle receives the rabbit, and the hound is given to a child in the opposite side of the circle. As soon as the signal is given, the hound and rabbit are passed along from player to player. The hound chases the rabbit. Thus the game goes on, the children helping the rabbit to get away and the hound to catch the rabbit. If the rabbit has circled around three times without having been caught by the hound, the rabbit is safe. After a moment's rest, the game may be repeated, but rabbit and hound must travel in different directions. Any two adjoining children, i. e., passer and receiver, who let the rabbit drop, must step into the center of the circle when the next rabbit chase begins.

THE WOODMAN

(Story Play)

1. Reach up for caps, coats, mittens, and axes.
2. Wade thru deep snow.
3. Look up at trees.
4. Chop down trees.
5. Saw them into logs with crosscut saw.

ONE LEGGED RELAY RACE

Bean bags are arranged on the ground in two parallel rows, each row having the same number of bags placed at the same distance apart. Sides are chosen and each player in turn races with some player of the other side. Each player hops on one foot down the line and back, going over each bean bag, and then hops down and back a second time, going around each bag. Any player who touches the other foot to the ground must begin over again. The first to finish wins, and the side which has the larger number of winning players is the winning side.

A HAPPY NEW YEAR

Just at the turn of the midnight,
When the children are fast asleep,
The tired Old Year slips out by himself,
Glad of a chance to be laid on the shelf,
And the New Year takes a peep

At the beautiful world that is waiting
For the hours that he will bring;
For the wonderful things in his pedler's pack;
Weather, all sorts, there will be no lack,
And many a marvelous thing!

Flowers by hosts and armies;
Stars and sunshine and rain;
The merry times and the sorrowful times;
Quickstep and jingle and dirge and chimes,
And the weaving of joy and pain.

When the children wake in the morning,
Shouting their "Happy New Year,"
The year will be started well on his way,
Swinging along through his first white day,
With the path before him clear.

Twelve long months for his journey!
Fifty-two weeks of a spell!
At the end of it all he'll slip out by himself,
Glad of a chance to be laid on the shelf,
At the stroke of the midnight bell.

—Margaret E. Sangster.

FOR THE JANUARY BLACKBOARD

E. C. Garson



S	M	T	W	T	F	S

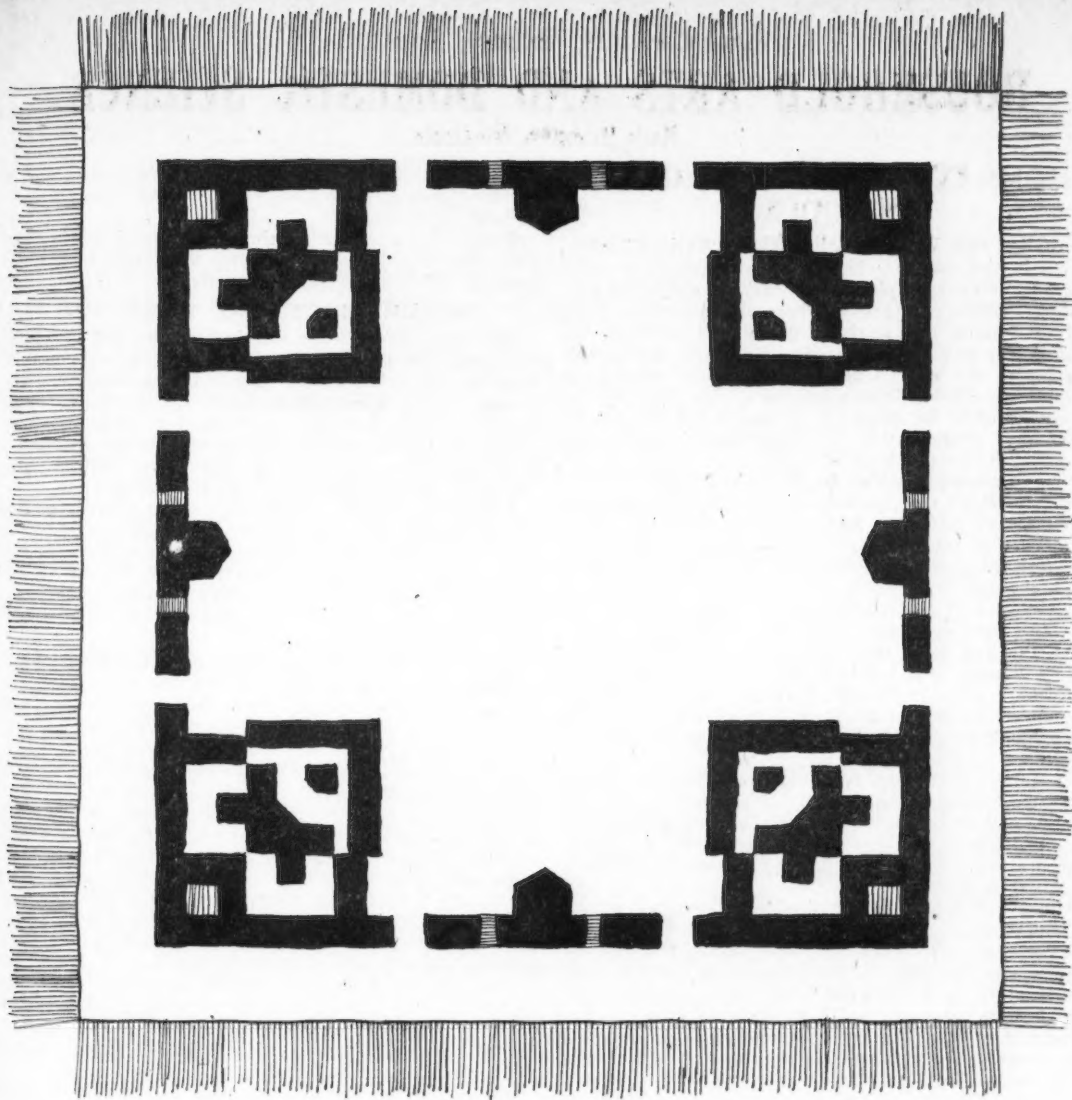
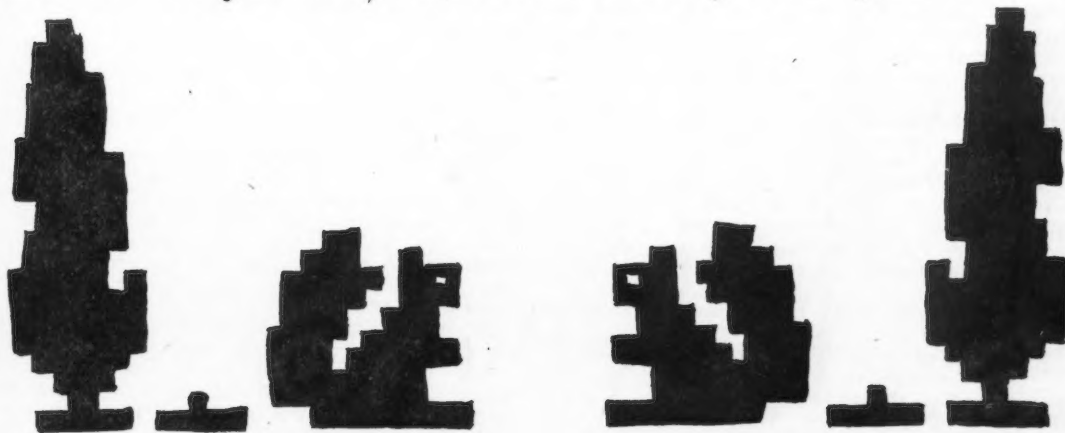


Table Mat - Designed and painted in two colors by a fifth grade child.



Design for bottom of child's bib or apron - Normal work.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

Marie Henegren, Minnesota

HOME ECONOMICS FOR RURAL SCHOOLS

SUGGESTIVE WORK FOR THE SEWING CLASS

This is the season when everyone wishes to make gifts. Children take pleasure in making things to give to their parents or other members of the family. It is well to develop this spirit of giving and to teach the child that a gift should be carefully made, useful and pleasing to the eye. One can teach some decorative stitches, considering it as a privilege. The best quality of work should be required of each pupil, of course taking into consideration the child's age and previous opportunities for this kind of work.

Articles that Can Be Made in School

Laundry Bag. One and one-third yards of linen crash toweling; two pieces of half inch tape to match either the border in toweling, if it is not plain, or the color of cotton floss used to outline the initial or some very simple design.

Directions: Cut material on thread of goods. At each end turn one-fourth inch, then make a two inch turn. Pin and baste this two inch hem. Fell this, or make a French hem. Make a three-fourths inch casing, using the combination stitch, that is, two or three running stitches and a back stitch. If one wishes to give this to pupil who has had some machine work, this can be stitched on the sewing machine.

The initial, or design, is stamped on the bag. First, fold bags, having hems even. Place pattern two or two and one-half inches from fold of the material and the same distance from both sides. The outline, or Kensington stitch, or chain stitch, may be used for working the initial or design.

To make the bag, fold it double, having the wrong side out and the hems even. Pin, baste and overhand edges on each side. Turn right side out and insert tapes. Start a tape at each side, having it go all the way around. Join the ends of the tape with a fell seam. Remove bastings as each step is finished.

Guest Towel. Use twenty-seven-inch linen huck-a-back toweling. Draw about four threads two and one-fourth inches from each end. This allows for a one-inch hem. Fold, pin and baste the hem. Overhand the edges at the ends of the hems. In hemstitching, be sure to have groups of threads in the stitches of the same size. A simple colored border in weaving or darning may be applied.

Cushion Cover. A utility cover, made of wash material and fitted with clasps, is acceptable in any home. Cut the cover two inches larger, both ways, than required. This cover can be made of creton or plain material, and simple design outlined on it. If the latter material is used, stamp (apply) and work design before making cover. Pin preparatory to basting and stitching. On each of any two sides that come together, make a one and one-half inch facing. Stitch the other three sides one-fourth inch from edge. Turn, push out the corners and baste on the three sides just stitched. Then stitch on three sides one and one-half inches from the edge. Sew five or six snap fasteners on the facing close to the machine stitches.

Collars and Cuffs. These may be made by the older girls.

Select any good collar and cuff pattern. Use organdy. Fold on the straight of goods and place the pattern accurately upon it. Make a rolled hem and fell it or use colored embroidery floss and overhand the rolled hem. By making the overhand stitches rather far apart and then working back, after you have gone all the way around, a cross stitch is formed on the edge. Bind the collar around the neck and the lower edge of cuffs, using a one-half inch bias strip. Some simple design of squares or circles may be worked in the corners,

using the feather stitch, chain or outline stitch. Or, a border of two or three lines may be made by using short running stitches.

Note: Remove basting threads before following the next direction. Be sure to fasten the thread at the beginning and end securely, yet neatly.

CARBOHYDRATES AND THEIR USES

The carbohydrates are starches, sugars and cellulose. The two first yield heat and energy. Because of this, they are called fuel foods. The starch granules are enclosed in tiny cells, whose walls are of woody fibre, which is called cellulose. It is well to daily eat food containing a considerable quantity of cellulose, because it adds bulk. The proteid foods, sugars and fats, are concentrated and because of that are difficult to digest.

Vegetables, cereals and fruits are the sources of the carbohydrates, with the exception of milk sugar, which is found in milk. Any one food principle taken in too large amounts will cause digestive disturbances. Candies are not harmful but nourishing if eaten in moderate quantities after a meal. If eaten before a meal, one loses the appetite for other food.

CHRISTMAS CANDIES AND OTHER SWEETS

Chocolates. A good cream or fondant is the secret of fancy Christmas candies. This may be boiled or not boiled, the latter being easier for the beginner. For a boiled fondant, cook two cupfuls of sugar with three-fourths cupfuls of water until the mixture spins a thread. By adding a saltspoonful of cream of tartar it is less apt to sugar. Do not stir. Remove from the fire and cool slightly by placing saucepan containing fondant in a pan of cold water. Add a few drops of vanilla and beat vigorously until white and creamy. Then knead with the fingers for a few minutes. Mould as desired.

Chocolate fondant. Add one square of bitter chocolate, grated, to ingredients for plain fondant and proceed as above.

Not boiled fondant. Into the unbeaten white of an egg stir a pound of confectioners' powder sugar. Add water from time to time until half a tablespoonful has been used. Flavor with vanilla. Mix to a stiff, smooth paste easily worked into any shape.

For chocolate creams, make balls of the fondant and dip in chocolate "dip," or a paste made from two squares of bitter chocolate melted, one-half cupful of powder sugar added gradually. Half a walnut or pecan may be pressed into the top of chocolate or plain cream. A wedge of citron pressed into the top of the plain cream gives variety.

Dates, when washed and pits are removed, may be stuffed with walnuts or with fondant and powdered with confectioners' sugar.

The large sized prunes, washed and then pitted, may be substituted for the dates.

Paris Sweets. Use equal amounts by measure of walnuts, figs and dates. Chop very fine and stir into a paste. Press together, making it about one-half inch thick. Cut into cubes and coat with powdered sugar.

Nuts and raisins, chopped quite fine, may be added to fondant before quite stiff and the mixture put in a buttered pan or made into a loaf, may be cut in cubes, strips or slices.

Chocolate Fudge. (Have this come last.) Put two cupfuls of light brown sugar, one cupful of milk, two squares of grated chocolate and two tablespoonfuls of butter and stir to mix well. Heat it slowly to the boiling point and boil slowly without stirring until it forms a soft ball in cold water. Remove from fire, add half teaspoonful of vanilla and cool, beating the fudge until it is creamy. Pour it into a butter pan to cool. Mark.

Puffed Rice Brittle is very acceptable, because it is not such a concentrated sweet as some candies are. The recipe is given on the package.



LITTLE GIRL SNOWBALLING

Remove the picture from the magazine, mount by pasting lightly the two upper corners to heavy brown paper or green wall paper, and use before the class in language for conversation in developing a story to be told or written. Hektograph copies may be given pupils to color.

PRACTICAL WORK IN AGRICULTURE

M. J. Abbey, Montana College of Agriculture

THE STUDY OF A COW

Characteristics of a Dairy Cow

Dairy cows are classified as good producers and poor producers. Two cows of approximately the same weight will eat approximately the same amounts of food. The one uses a much larger amount of the food consumer to produce body heat. While the cost of keeping the two animals is the same, the one that needs the less amount of food to produce body fat is the better cow. The body of the dairy cow is narrower before than behind. As we view the animal from the side it appears wedge shaped, with the smaller end of the wedge in front. The udder and milk veins are large and uniformly developed. The barrel or part of the body between the front and hind legs, should be large in proportion to the size of the animal. To produce a liberal amount of milk, a cow must consume a large amount of food, hence the necessity for a large and well developed digestive system. This is indicated by the large barrel, wide mouth and long, strong jaws. The food, after it is digested and absorbed by the circulatory system, passes to various parts of the body where it is needed. A soft, pliable skin and a clear eye indicate that an animal has a good circulation. It is necessary for a large amount of blood to pass thru the udder, which is the milk secreting organ, hence the necessity for a well developed udder. The udder should be wide and deep with a long attachment to the body, both in front and behind. After milking, it should be greatly reduced in size with the skin loose, soft and pliable. The teats should be of sufficient length for easy milking and evenly placed on the quarters. The chest should be wide and deep, which indicates a large lung capacity. Head should be well developed, but not coarse, and have large, prominent, clear eyes with considerable distance between them. The back should be medium long and straight. In addition to the above there are many minor points which apply more prominently to particular breeds.

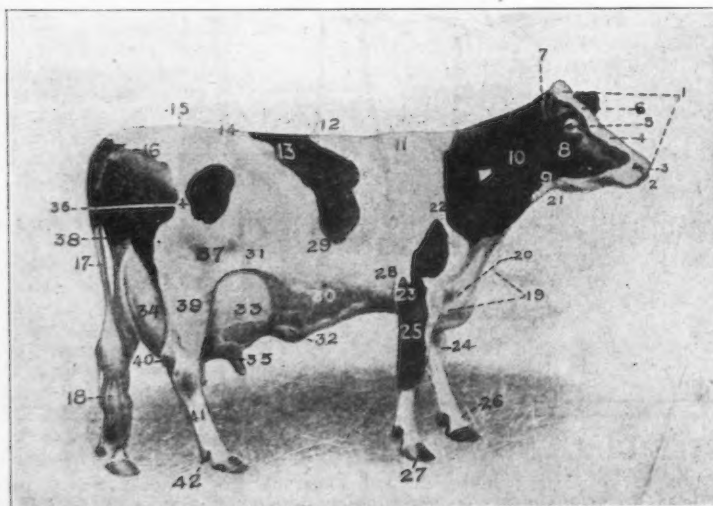
Directions for Studying

Mount a large picture of a dairy cow and enlarge one which indicates the points of a dairy cow, making a chart. Hang these in the school room several days before the formal study is made. Before the first lesson is given, take the children to a farm and point out the characteristics given above.

Study carefully the description and drawings given in the text. Ask the children to recall the amount of milk

given by different cows on the home farm. Do all cows give approximately the same amount of milk from day to day? Does any one cow give a larger amount any one day than the preceding or following day? Do some cows remain "dry" longer periods than others? Compare the amounts of food necessary to keep the animals in the same condition. Do you not find that frequently the cow that gives the least amount of milk requires the greatest amount of food? It is safe to say that she will require but little less, if any. Which is the most valuable animal to have on the farm? From what you have learned in the preceding paragraphs, how would you remedy this condition?

Children are frequently unable to conceive what is meant by the expression "wedge shaped." Draw a wedge upon the blackboard and apply the blunt and pointed ends to different parts of the cow. Stand in front, at the side and at the rear of an animal, with a wedge shaped object in the right hand at arm's length and apply the same to the body of a cow. Apply this same test to the beef animal and note the difference. Compare several cows and note the differences. Before judging the details of a dairy cow, children should know the names of the different parts. Call attention to the numbers on the drawing and the names below. Study the names carefully. Place a paper over these names and ask children to locate certain parts on the drawing. Place in the hands of a child a picture showing a side view of a cow and ask him to explain to the class the different parts of the animal. In this way the names are fixed in his mind. If possible, have one of the boys bring a cow to school and apply the same test to the animal. Knowledge of the chart drawing should be applied to the animal itself. We suggest that lady teachers have several of these exercises on the school ground rather than at a farm. They are dealing with a subject which is perhaps new to them and they will feel more at home if there are no observers other than the children. The live teacher is the one who does not hesitate to introduce such an exercise, even if the subject is at first new. Learn with the children. Learn to do by doing. Inform parents what you are doing along these lines and ask them to assist. Some local breeder of pure bred cows will be glad to give a talk on his breed. Have a judging contest. Induce children to take up project work and read bulletins which will reinforce the above work.



- | | |
|-----------------|--------------------|
| 1. Head | 22. Shoulder |
| 2. Muzzle | 23. Elbow |
| 3. Nostril | 24. Knee |
| 4. Face | 25. Forearm |
| 5. Eye | 26. Ankle |
| 6. Forehead | 27. Hoof |
| 7. Ear | 28. Heart girth |
| 8. Cheek | 29. Side or barrel |
| 9. Throat | 30. Belly |
| 10. Neck | 31. Flank |
| 11. Withers | 32. Milk vein |
| 12. Back | 33. Fore udder |
| 13. Loins | 34. Hind udder |
| 14. Hip bone | 35. Teats |
| 15. Pelvic arch | 36. Upper thigh |
| 16. Rump | 37. Stifle |
| 17. Tail | 38. Twist |
| 18. Switch | 39. Leg or gaskin |
| 19. Chest | 40. Hock |
| 20. Brisket | 41. Shank |
| 21. Dewlap | 42. Dew claw |

DIAGRAM SHOWING POINTS OF THE DAIRY COW

STUDIES OF NOTED PAINTINGS

Elsie May Smith

VILLAGE CHOIR—ADOLPH LINS

A group of happy-hearted children engaged in some childish sport makes a picture that is very attractive to little children.

They are drawn to a picture representing something that they appreciate, some pleasure in which they would like to participate, and showing little children like themselves, having a good time. Such a picture is the "Village Choir," by Adolph Lins. These happy children have taken hold of each other's hands and are marching down the street, following two geese and with others behind them. The geese are cackling, and the children laughing and shouting, with one little tot crying because he has fallen down, so it is no wonder that the artist has called them the "Village Choir." Notice how very happy they all seem, with the exception of the one who has fallen, as they trip gaily along, singing or shouting, as they feel disposed, and laughing at one another.

Notice the little girl on the extreme left of the group. She seems very much amused at the little boy next to her whose wide open mouth and smiling face tell us he is furnishing his share of the general clatter. Notice this little girl's doll (shall we not name it so since it fulfills the purpose) made of cloth draped around a bunch of reeds. There is a frown on her forehead, notwithstanding her smile. Perhaps she thinks the boy is making too much noise. Notice the boy's clear, bright eyes and straightforward look. He swings his foot out before him as he walks and looks as well pleased with himself and things in general as anyone in the group. The bright-eyed little girl next to him has her eyes fastened on the gander just ahead while she, too, makes her share of the music. Notice carefully the boy on her right. How clearly the expression of his face and the shape of his mouth tell us that he is shouting at the top of his voice! Study all the faces carefully, especially those of the boys and this boy in particular with his clear eyes, round cheeks and wide-open mouth. How successful the artist has been in making us aware of the fact that these are noisy children! We can almost hear them. The little girl next to the end has turned to help up the little child who has fallen. Notice her profile and soft white neck. Observe the old-fashioned way in which her hair is twisted up in a knot on the top of her head. Notice that she is the only one with bare feet. The little fellow sprawling on the ground has twisted up his face, closing his eyes and opening his mouth to cry over his tumble, but we know that his sister will help him up and he will soon feel as happy as the other children again. Notice the geese ahead of the children. How plainly we can tell that they are cackling! Notice the mouth of the gander and the outstretched neck of his mate. Behind the children we notice a number of geese and behind them people driving in a wagon. It is quite possible that the geese belong to them and they are driving them into the vil-

lage to be sold. The children may have heard their cackling, and formed their marching column, hurrying out into the street to join the procession and share in the fun. How joyfully they enter into the spirit of the

sport, adding their accompaniment of shouts and singing to the gabbling of the geese.

Notice the man with a baby on his knee sitting on a log to the left of the group. Notice the amused expression on his face as he points to the children and how the baby stretches out its arms toward them. The little face is a perfect picture of yearning desire. How nice it would be to join the others and chase those geese! Note the character of the houses in the back-



The Village Choir—A. Lins

ground, the fence and the over-hanging foliage behind the man, and the chickens to the right of the children. The clothing of the children and the character of the houses tell us that these are German children in some German village. The picture gives a glimpse of the simple joys of some happy little folk, portrayed by one in perfect sympathy with childhood, and able to reveal its beauty, simplicity and winsomeness, with a freshness and naturalness that must endear him to all lovers of children.

Questions for Study

Where are these children, indoors or out?

What are they doing? Are they doing anything besides walking behind the geese?

How can you tell? Do you think they are making much noise? Why do you think so? What are the geese doing?

Why did the artist call his picture the "Village Choir"?

Do you think it is a good name for this picture? Why?

How do the children walk? Where are their hands?

What has happened to the child on the extreme right?

Who is trying to help him up again?

Do the children look happy? How do they show it?

What is the little girl on the left carrying? What is the doll made of?

What is the look on the girl's face? Whom is she watching? Do you think she approves of the noise the boy is making?

Does the boy next to her seem to be singing or shouting? What makes you think so? What is the look on his face?

How is he walking? What kind of eyes has he? What look do you see in his eyes?

What is the little girl between the two boys watching?

Is she pretty? Does she look happy? Do you think she is singing?

What do you think the boy on her right is doing?

How can you tell that he is shouting at the top of his voice?

Does he seem happy about it?

How does the little girl next to him on the right wear her hair?

What is she doing?

(Continued on page 403)

THE SKATERS

Hurrah! hurrah! Who cares for the cold?
Winds are rough, but skaters are bold,
Winds may blow, for skaters know,
As over the ice so swift they go,
Winds cannot worry them—let them blow.

There are Tom, John, Harry, and Isadore,
Jessie and Janie, and a dozen more—
Tasks all done—away we run—
And, of all forms of frolic and fun,
There's nothing like skating, under the sun.

Then away, away, o'er the crystal floor;
Away, away, from the reedy shore,
Out of sight, like a flashing light,
Curving neither to left nor right—
Away, on our trusty steel so bright.

Here's the good old moon, with a kindly smile;
Bless her round face, so friendly the while!
We bravely dare the frosty air,
And, so glad and gay, we glide away
Over the floor of the beautiful bay,
Far from the shore away, away.

—Luella Clark in The Wooster Fourth Reader.

We get back our mete as we measure—
We cannot do wrong and feel right,
Nor can we give pain and gain pleasure,
For justice avenges each slight.
The air for the wing of the sparrow,
The bush for the robin and wren,
But always the path that is narrow
And straight, for the children of men.

—Alice Cary.

A NEW YEAR

Why do we greet thee, O blithe New
Year!
What are thy pledges of mirth and
cheer?
Comest, knight-errant, the wrong to
right?
Comest to scatter our gloom with
light?
Wherefore the thrill, the sparkle and
shine,
In heart and eyes at a word of thine?

The old was buoyant, the old was
true,
The old was brave when the old was
new.
He crowned us often with grace and
gift;
His sternest skies had a deep blue
rift.
Straight and swift, when his hand
unclasped,
With welcome and joyance thine we
grasped.
O tell us, Year—we are fain to know—
What is thy charm that we hail thee
so?

Dost promise much that is fair and
sweet—
The wind's low stir in the rippling
wheat,
The waves' soft splash on the sandy
floor,
The bloom of roses from shore to
shore,
Glance of wings from the bowery
nest,
Music and perfume from east to west,
Frosts to glitter in jeweled rime,
Blush of sunrise at morning's prime,
Stars above us their watch to keep,
And rain and dew, though we wake
or sleep?

Once more a voice, and I hear it call
Like a bugle-note from a mountain
wall;
The pines uplift it with mighty sound,
The billows bear it the green earth
round;
A voice that rolls in a jubilant song,
A conqueror's ring in its echo strong;

Through the ether clear, from the
solemn sky
The New Year beckons and makes
reply:

"I bring you, friends, what the years
have brought
Since ever men toiled, aspired, or
thought—
Days for labor, and nights for rest;
And I bring you love, a heaven-born
guest;
Space to work in, and work to do,
And faith in that which is pure and
true.
Hold me in honor and greet me dear,
And sooth you'll find me a Happy
Year."
—Margaret E. Sangster in Harper's
Bazar.

The Nebraska High School Debating League, for its annual series of debates, has selected for the season's question the Abandonment of the Monroe Doctrine. This is a good topic that easily should interest the high school debaters of Nebraska. One hundred high schools have membership in the Debating League, so the Monroe Doctrine is likely to be a live topic in the Nebraska high schools for some time.

Among the different cities that have recently adopted the Palmer Method of Business Writing is St. Paul, Minn., and Mr. Palmer, the author, held penmanship conferences with the teachers of that city October 9-12. From St. Paul, Mr. Palmer went to Superior, Wis., and made addresses before the Lake Superior Teachers' Association.

The Middle-West School Review offers this good suggestion to teachers: "Socialize your school as much as you can, make it home-like and cheerful. Get close to the hearts of the boys and girls so they will want to tell you something about themselves, about what they hope to be in

the future. Direct them kindly in right manners of living in order that they may become what they tell you they would like to become. If in the rural schools, tell them of the beauties of rural life, of its healthy development, of its independence."

Since the days of hectic "muck-raking" the social surveyor has pointed the way to a saner and better method of measuring and improving conditions of life in city and country. Just what a social survey is, how it is brought about and what ought to follow — and what does follow — are stated in a newly published pamphlet on the subject. It is entitled "Community Action Through Surveys," and was prepared by Shelby M. Harrison of the Department of Surveys and Exhibits, Russell Sage Foundation, New York city (price 10 cents). The pamphlet presents a list of the specific developments following the publication of the findings and recommendations of surveys made in Pittsburgh, Newburgh, Topeka and Springfield. From Springfield, Illinois, alone comes a list of forty-one items of civic and social advance following the survey altho the pamphlet points out that credit for the actual achievements should at least be divided with many local organizations.

The social or community survey is described as an important "means to a better democracy." The survey is shown to serve this end by "informing the community upon community matters, and thereby providing a basis for intelligent public opinion. It is a school whose teaching is not confined to children and youth, but which aims to get its facts and message, expressed in the simple terms of household experience, before the whole people. It utilizes as many channels of education as possible."

The author pins his faith upon the "correcting power of facts" and the belief that American experience shows "that communities will act upon facts when they have them."

The Sleigh-ride.

MARION MITCHELL.

CHURCHILL—GRINDELL.

Supervisors of Music, State Normal School, Platteville, Wis.

1. Come, don your caps and fur - ry wraps To bat - tle old Jack Frost, For he is fierce and al-ways tries To
 2. The hors - es sail! hur - rah! It's fun, Just see the bright snow fly! The for-est seems a fair - y - land, As

win at an - y cost. The sleigh is here, we're full of cheer, We love the shin - ing snow, So
 past it we rush by. The trees are kings in robes of white, With dia - monds sprinkled o'er, Each

CHORUS.

jump in 'neath the blank-ets warm, And o'er the hills we go. } Jing-a-ling, jing-a-ling, jing-a-ling, jing-a-ling,
 hum - ble bush bends at their feet, Up - on the pal - ace floor. }

Don't you hear the bells a-ringing? Jing-a-ling, jing-a-ling, jing-a-ling, jing-a-ling, And our mer-ry volc - es sing-ling?

Jin-gle, jin-gle, jin-gle, jingle, O'er the snow we glide, We don't care for the frost-y air, We're out for a gay sleigh-ride.

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SCHOOL ENTERTAINMENT

A SECOND RIP VAN WINKLE

Willis N. Bugbee

Characters: Susie, Jennie, Alice, May, George, Henry, Claude and Rip Van Winkle. The latter is made up as an old man with long, white beard, and wears odd, ill-fitting clothes.

SCENE

An ordinary room. An imitation telephone hangs on the wall. The ringing may be produced by bicycle bell or alarm clock. If possible, a phonograph may be used on stage.

(Alice and May are discovered when curtain rises.)

(Enter Susie and Jennie, running.)

Susie—Oh, girls, we've just seen the funniest old man down on the street!

Jennie—And he had great long, white whiskers—as long as this (measures), and the funniest looking clothes and—

Alice—Who was he?

Susie—Oh, we don't know his name, but he was the funniest looking coddger you ever saw.

May—Maybe it was Santa Claus.

Jennie—No, it wasn't. I guess we'd know Santa Claus.

Alice—Or maybe it was old Father Time.

Jennie—Fiddlesticks! This was a real man that could walk and talk and—

Alice—Well, old Father Time is pretty lively. He makes things move, anyway.

May—And he must be a pretty old man, too.

Susie—This man was telling the boys something about sleeping for ever and ever so many years without waking and—

Alice—He must have had a good long nap. Let's go and see if he's there now.

May—Yes, let's do.

Susie—I guess we won't need to go after all. The boys are bringing him right in here.

Jennie—Mercy sakes! I'll be afraid to have him in here.

Susie—Well, I'm not afraid. He doesn't look very dangerous.

(Enter boys with "Rip Van Winkle.")

George—Good afternoon, girls. Allow me to introduce to you—

Henry—Hold on! You said I was to introduce him.

Claude—And I thought I was to do it.

May—Well, what difference does it make who does it? We're anxious to be introduced.

Boys (together)—Then allow us to introduce to you Mr. Rip Van Winkle.

Susie—What? The man that slept twenty years?

Rip—No, I'm not exactly the one you read about in the story. You see he'd been a purty old man by this time if he'd lived.

May—Are you some relation to him?

Rip—I rather guess I be. I'm his great-great-grandson by direct descent.

George—He's Rip Van Winkle junior, the third.

Claude—And just think! He's slept fifty years. That's thirty years longer than his great-great-grandpa slept.

Girls—Gracious! Fifty years!

Henry—Must have been awful tired, eh?

Rip—Wal, you see, it kinder runs in the family—this sleepin' habit—sorter hereditary, you know.

Susie—It's queer we've never heard of you before. The reporters get hold of most everything nowadays.

Rip—Tain't so very queer, either. I've just woke up this morning. I went to sleep right along after the Civil War—just after Lincoln was assassinated, an', let's see—who's president now?

Jennie—Why, Mr. Wilson is president now. We've had a lot of presidents since the Civil War. Who are they, Susie? You're better at history than I am.

Susie—Why, there was—

"Johnson, Grant, Hayes and Garfield; when Garfield was killed

His term by Vice-President Arthur was filled. Cleveland, Harrison; Cleveland again for a term, Then William McKinley, a good man and firm. Next, Roosevelt; hunter and president great, Good soldier in battle, and good, too, in state. And then Mr. Taft; then next one in power Is President Wilson, the man of the hour."

Rip—All them presidents since the war? That's a lot of 'em. An' I've been sleepin' all that time.

May—Won't you tell us all about it, Mr. Winkle? Where have you been sleeping and why didn't somebody wake you up?

Rip—Wal, you see, I was just like my great-great-grandfather—a hunter, an' one day while I was huntin' I crawled into a cave an' fell asleep an' that's all I knew till I woke up this mornin'. But it doesn't seem more'n a day, only that my beard has grown long an' my gun was rusty an'—

Henry—I'll bet things look kind of funny, don't they?

Rip—They do look somewhat different, that's a fact. This here used to be a village an' now, I swan, if it ain't most a city. (Looks out of window.) Now, what's that thing goin' by?

Claude—That? Why, that's an automobile.

Rip—A naughty mobile? Ho! ho! Look at it goin' lickity scoot without nary hosses to draw it. What makes it go?

Henry—Why, gasoline. They have an engine inside of it.

Rip—Wal, wal, an' what's that big railroad car over there without any engine a pullin' it?

Alice—That's a trolley car. It runs by electricity.

Rip—Wal, wal, now, whoever thought of sech a thing as that.

(The telephone bell rings. Rip jumps.)

Rip—Hello! What's that?

May—Why, that's the telephone bell. Somebody wants to talk to us. (She goes to phone and holds receiver to ear.) Hello—yes—yes—this is May Burke speaking—yes, Mr. Van Winkle is right here now—yes, I'll tell him—goodbye. (She hangs up receiver.) There's a reporter wants to have an interview with you, Mr. Van Winkle. He's just heard about you.

Rip—A reporter wants to talk with me? Tell him to come right in.

May—Oh, he isn't here. He's down to the newspaper office, a mile away.

Rip—An' you was a-talkin' with him a mile away? Wal, that beats me. I wonder what'll be the next thing. Hark! Hear the band playin'. (Listens.) Say! I used to play in a band once myself.

Alice—That's Sousa's band. You know he has the biggest band in the world.

Rip—You don't say. I'd jest like to see him afore he leaves town.

Susie—Oh, my, Sousa isn't in this town. He doesn't go to small towns like this. It was our phonograph you heard.

Rip—The funnygraph? I thought you said 'twas a band.

Susie—Yes, it was a band, but it was played on the phonograph. You see, it's like this: These great people play and sing and act and then they make records of it. Then they put the records into machines and they play and sing just as if the people were right here doing it. Some folks call them "talking machines."

Rip—Wal, by cricky, an' so they do the talkin' by machine, eh?

George—Yes, and say—if you'll come around some time we'll take you to the "movies."

Rip—To the "movies"? What's them?

George—Why, moving pictures, of course. They make

the room dark and then they show big pictures that move and act just like real folks.

Rip—How can they see the pictures in the dark?

Claude—Oh, but they have a light back of the pictures that makes them show big on the screen. You just ought to see the cowboy's riding over the mountains, and the trains of cars coming, and the folks chasing each other 'round, and—

Rip—What? In the pictures?

Claude—Of course. You'd almost think it was real.

Rip—Wal, wal, wal; there's certainly been a lot of changes in fifty years—naughty mobiles an' trolley cars, an' funnygraphs, an' telephones, an' pictures that act like human bein's, an'—

Jennie—Oh, but those aren't all. They have flying machines and machines that they can telegraph to ships out in the ocean without any wires and—

May—And machines for setting type and writing letters and—

Susie—And my pa has a machine for adding long columns of figures. I just wish I had one at school.

Henry—And they have plows that farmers can ride on and—

George—Yes, and machines for milking cows and for digging potatoes and loading hay and—

Claude—And lots of folks use electricity to light their houses with instead of lamps.

Rip—Hold on! Hold on! Be you a tryin' to make fun of an old man like me?

Jennie—Not at all, Mr. Van Winkle. It's true—everything that we've told you, and there's a lot more things we haven't told you about.

Rip—Wal, then, don't tell 'em jest now. My head's gettin' all of a whirl. I wonder if I'm awake or dreamin'.

Alice—You're really awake, Mr. Van Winkle, but you skipped over fifty years of your life, that's all.

Rip—That's so, an' there's been some mighty big changes in that time, 'cordin' to appearances. It must be like livin' in Fairyland now-days. But say—there's one thing more—have they got up any invention or contrivance for folks to live without eatin'?

Henry—No, but my pa says if the price of food keeps going up they'll have to invent one before long.

Rip—Cause, you know, I haven't had a meal in over fifty years an' I'm feelin' a little gaunt.

Several—Gracious! I should think you would!

(A voice is heard outside.)

Alice—There's mamma calling us now for lunch. She'll be surprised to see you here, but she can send some more food up by the dumb waiter.

Rip—Dumb, eh? I should think he'd get one of them talkin' machines.

Alice—Ha! ha! It isn't a man. It's a machine to carry the food up from the kitchen to the dining room.

Rip—Wal, wal, I dunno's I'll ever get used to the new order of things. Fifty years has brought wonderful changes.

May—Well, come on Mr. Van Winkle and everybody. Lunch is all ready. We can talk while we're eating.

Rip—And if that reporter comes, tell him I'm engaged for the time bein'.

(Exeunt.)

Curtain.

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EDUCATION IN 1916

There were 23,500,000 persons attending schools of some kind in the United States in 1916, according to estimates of the United States Bureau of Education. "This means," declares the Annual Report of the Commissioner of Education, "that approximately 24 per cent of the inhabitants of the United States are attending school, as compared with 19 per cent in Great Britain, 17 per cent in France, 20 per cent in Germany, and a little over 4 per cent in Russia." The Bureau points out, however, that the result is much less favorable to the United States if daily attendance, rather than enrollment, is taken as the basis for comparison, since some of the

other nations have better attendance and a longer school term than the United States.

The number of pupils in public kindergarten and elementary schools rose from 16,900,000 in 1910 to 17,935,000 in 1914, an increase of more than a million in four years. In the same period the number of public high school students increased from 915,000 to 1,219,000; and for 1915 the corresponding figure was 1,329,000. As the result of this increase of 110,000 in public high school students the total number of students in the 14,000 high schools of all kinds increased to a million and a half. Of the 11,674 public high schools reported, 8,440 had full four-year courses. Approximately 93 per cent of all public high school students are in four-year high schools.

The report analyzes the number of teachers in the United States, showing that of the 706,000 teachers, 169,000 were men and 537,000 women. The number of men teachers has increased very slightly since 1900; the number of women teachers has almost doubled. In public elementary schools the number of men teachers has decreased 20 per cent since 1900, while the number of women teachers has increased 8 per cent. In 1900 teaching positions in public high schools were evenly divided between men and women. At the present time women outnumber the men by 8,000. The average annual salary of all teachers is \$525. The figure is highest in the East and North Atlantic States, with \$699 and \$696, respectively, and lowest in the South Atlantic States (\$329). It varies from \$234 in Mississippi to \$871 in California, and \$941 in New York.

Cost of Education

Expenditures for education in 1914, partly estimated, totaled close to \$800,000,000. An estimate, making due allowances for the intervening two years and for items necessarily omitted, would easily bring the nation's current educational expenditure to a billion dollars. Public elementary schools cost in 1915 approximately \$500,000,000; public high schools, \$70,000,000; private elementary schools, \$52,000,000; private secondary schools, \$15,000,000; universities, colleges, and professional schools, \$100,000,000; normal schools, \$15,000,000.

On a per capita basis Utah ranked highest, with an expenditure for education of \$10.07; Idaho expended \$9.66 per capita of population; North Dakota, \$9.62; Montana, \$9.50; Arizona, \$8.93; and Washington, \$8.89; while Mississippi spent \$1.48; South Carolina, \$1.83; Alabama, \$1.97, and Georgia, \$1.98.

Gifts and bequests to education amounted to \$31,357,398 in 1914, of which \$26,670,017 was for universities and colleges, \$1,558,281 for theological schools, and \$1,495,773 for law schools. Since 1896 sums aggregating \$407,000,000 have been given to educational institutions by private donors.

Educational Movements of the Year

In discussing educational movements the report points out that most of the recent contributions are in the domain of practice rather than in theory. The report declares: "There seems to be a clearer vision as to the essential aims of education. Educational surveys have multiplied to a remarkable extent; almost no field has now been left untouched, and the latest findings in scientific measurements are being utilized in survey work. The health movement in education has experienced a notable stimulus from the preparedness situation and the demand for military training. Rural education has more and more enlisted the interest of the general public outside of professional circles and has clearly become a problem of administration and financing, rather than promotion. Vocational education is advancing slowly, but steadily, in a way that seems to afford the best possible guaranty of permanence."

Facts are to the mind what food is to the body. On the due digestion of the former depend the strength and wisdom of the one, just as vigor and health depend on the other. The wisest in council, the ablest in debate, and the most agreeable companion in the commerce of human life, is that man who has assimilated to his understanding the greatest number of facts.—Burke.

CHILD LIFE IN OTHER COUNTRIES

Etta C. Corbett

CHILD LIFE IN LAPLAND

In the land where the night is sixty-seven days long little Fin-ne lives. Part of the year the days become night and the nights become days. Fin-ne sometimes feels the sun blaze down at midnight and sometimes at noon she beholds the moon and stars in all their glory, gleaming over the snowbound world. For in Lapland where she lives the sun sinks below the horizon



Her costume is blue flannel trimmed with bands of red, and her cap is red with a band of blue.
(Hektograph the picture and give each pupil a copy for filling in the colors.)

about the twentieth of November and is not seen again until nearly the first week of January, when part of it begins to appear again.

Fin-ne lives in Lapland, but to exactly locate her home would be very difficult because her father is a nomad Lapp and they are wanderers living in tents. Their wanderings are all directed by the necessities of

their reindeer herd. To live themselves their reindeer must live, and to find food for the herd they must constantly move over vast tracts of country in search of the moss which is the food of the reindeer. This dry, crumbling, yellow moss is a delicate crop and after the reindeer have grazed on it one season, it demands a rest of several years. So that accounts for the migratory life of the Lapps.

It is an exciting day for Fin-ne when they decide they must move to fresh pasturage. The tent is taken down and strapped securely to a sleigh. Then the garments and the few housekeeping utensils, with the food, are packed on to a sleigh to be drawn by two reindeer. The sleighs go first, then the dogs drive the herd, and the men, women and children follow on skees. They go until they find a place where the snow is thin enough for the reindeer to be able to dig thru it and get their moss. It is difficult to train the reindeer to eat food that has been stored for them. They want to gather it for themselves. They dig with their great splayed hoofs.

In summer, they travel over the roadless, pathless country, over swamps, thru brushwood and stunted forests of fir and birch in search of moss.

The inland Lapps could not exist in their frozen world without the reindeer. He is their beast of burden, their food, and their clothing. His skin makes their shoes, gloves, and blankets. His sinews make their thread for sewing their tents and clothes. The flesh of reindeer is dried and then toasted on the end of a long stick held over the fire. The Lapps eat no fresh meat, always drying it first and then cooking it very little. The dry, powdered blood of reindeer is mixed with flour and water and made into pancakes. The milk of the reindeer is thick and syrupy and is diluted before they drink it. The herds need no shelter and love the cold and snow. When they are thirsty they eat the snow. They are wild and restless and are very hard to train. They are very ungraceful and their gait is a sort of series of long slides, but they can make great distances in winter when they have the hard snow to travel on.

It is perhaps true that the Lapps have the most simplified housekeeping in the world, but still they are always busy, and even little Fin-ne has many duties. She has to help her mother milk the reindeer and make the cheese. She builds the fires and cooks the food. It is true that the meals are very simple, consisting most always of only one thing to eat, and there are no dishes to wash except perhaps a wooden bowl and some horn spoons. But still Fin-ne finds many demands on her strength and time. The Lapps are great hunters, and Fin-ne and her mother must tan the skins and stretch them on frames to keep them from shrinking. There are the furs to sew into shoes and clothing, and in the summer when they fish there are the fish to dry. Sometimes Fin-ne wades into shallow water and gathers the "shoe grass" that is used to pad the shoes, as it has the peculiarity of retaining heat and keeping the feet dry and warm. Then there is the tent to mend and patch. The material of the tent is a very coarse woollen stuff called "vadmal." The floor of the tent is first covered with branches of young birch trees and over these are spread soft skins, a place being left in the center, of the tent, for the fire. The babies' cradles swing from the side of the tent and look like the great wooden shoes worn in Holland. They are about three feet long and

two feet wide. A soft lining of "shoe grass" and skins makes them very comfortable. When babies are born they are given a reindeer, as the wealth of the Lapp is told by the number of reindeer he owns. But there are very few wealthy Lapps, as most of them find existence one long struggle for food. The faces of young and old look deeply lined and wrinkled, but for all that the faces are good-natured and kindly.

We get only a very faint idea of winter as we sit in our heated houses and look out upon a few months of winter. We know nothing of traveling in a temperature between 35 and 45 degrees below zero, over weary, desolate stretches of country, in terrific gales and mighty snow storms. Many times has Fin-ne trudged thru the blinding storm by the light of the stars, instead of the sun, in search of forests where the reindeer could eat the moss hanging from the trees. There is always the haunting fear that food will fail for the reindeer or that wolves will attack the herds. Their life is one of constant vigilance, as old and young are ever on the lookout for the dreaded wolf. During the long, dark, sunless day, if wolves are near, the men, women and children form a protecting circle around the herd. The men make the outside ring with their dogs, then the women make the second circle and next to the herd are the children, all shouting and yelling. The fierce, hungry wolves come in great packs with their chief. They always have a leader that finds their prey for them, and if the leader does not take them to food they fall upon him and kill him and choose another chief. They are very cunning and often make a great long detour, to deceive the men, and then attack the herd from the rear.

In this colorless, white world many of the animals turn a snowy white in winter, so that they can not be seen so easily by their enemies. The foxes, hares, squirrels, stouts, and weasels all have white coats for winter, and the plumage of the willow grouse and the ptarmigan turns white when the snow flies.

The interior of Lapland is a place of innumerable small lakes, rivers and swamps. The stunted forests of birch and firs have in many places been burned and the dead, charred trunks stand giving a look of desolation. The summers are very short, so that none of the trees grow to any great size. But during the few hot days they have, the wild raspberries, red currants and cloudberries ripen on the mountain sides.

Fin-ne has her wild flowers too, such as the harebell, columbine, and marigold, and she sees some beautiful birds during her short summer. There are redwings, sandpipers, wild ducks, grouse, rough legged buzzards, snowy owls and even the song of the skylark and the cuckoo's call are to be found in Lapland.

The Lapps, in summer, wear a matsoreo which is an outer garment, reaching to the knees, made of coarse blue or brown woolen cloth. It has a high standing collar, more or less, elaborately embroidered. It is belted down at the waist with a wide belt. This belt is often a silver or copper one and from it hangs the inevitable knife and bottle. The trousers are made of ivory white flannel and the boots, turning up at the toe, reach to just below the knee, where they are bound around with a narrow red bandage. The cap is a round one, with a band of red.

In the winter they wear long trousers made of skin from the legs of the reindeer, as that fur has the shortest hair and is the warmest they can procure. Over their heads they slip a blouse of reindeer skin that reaches to the knees. The shoes are made with the fur of the skin on the inside and are fastened tightly below the knee with narrow bands of bright colors. The cap is a round one lined with eider down or fur.

The children are droll little copies of their parents. Our picture shows little Fin-ne as she dresses in summer. Her costume is blue flannel, trimmed with bands of red. And her cap is red with a band of blue next to her face. She is very fair, with blue eyes, and she makes a pretty, cheerful sight as she smiles from under her cap.

STUDIES OF NOTED PAINTINGS

(Continued from page 397)

What do you think the child who has fallen is doing?
What is the man sitting on the log doing? What kind of a look has he on his face?

How does the baby on his knee show that it would like to be with the other children?

What is the nationality of these children? Where do they live, judging from the houses in the background?

Why do you think they wanted to march down the street with the geese? Do you think they are having a good time?

Would you like to know them and to join in their play?

Do you think the artist who painted this picture was fond of children? Do you think he had watched them carefully at their play? Was he in sympathy with them?

Has he made a beautiful picture? Why do you like it?

The Artist

Adolph Lins, a modern German artist, was born at Kassel, Germany, in 1856. His summers he often spends in Hesse, where he is fond of painting in close contact with nature. A landscape and genre painter, he is distinguished from many of his contemporaries by his treatment of color. He does not tone down his green, for instance, but introduces it in heightened light in his vegetation. A very large picture shows a herd of cattle grazing on a green meadow which vanishes among high trees toward the rear of the farm. Lins leans to coarse coloring in this picture, but uses it honestly and in moderation. On the other hand, in his smaller pictures he uses coarse green to emphasize strength. Another very charming picture represents a flock of geese placed among some trees. The light falls in spots thru the foliage on to the animals, so that heightened white light alternates with heightened green.

This artist loves brooks and pools of water, about which he is fond of placing geese or children. He has been especially successful in the portrayal of children, with whose playful habits and winsome ways he seems in perfect sympathy. His children are very natural in their manners and characteristics, and are painted with such freshness of conception and treatment that Lins deserves to be considered a master of the difficult art of portraying children. Only one who has observed children carefully, entering into the spirit of their play, and understanding their point of view with sympathetic appreciation, could give such a faithful and pleasing representation of them. We feel that Lins has lived with children and loved them. Close observation, sympathetic insight, and the ability to make us feel the beauty and simplicity of childhood, have united to produce effects that are realistic, accurate and fascinating. His children have the charm and vitality of living beings, so buoyant, so real, and so natural do they seem.

WINTER

A wrinkled, crabbed man they picture thee,

Old Winter, with a rugged beard as gray

As the long moss upon the apple tree;

Blue lipt, an icedrop at thy sharp blue nose,

Close muffled up, and on thy dreary way

Plodding alone through sleet and drifting snows.

They should have drawn thee by the high-heapt hearth,

Old Winter! seated in thy great arm chair,

Watching the children at their Christmas mirth,

Or circled by them as thy lips declare

Some merry jest, or tale of murder dire,

Or troubled spirit that disturbs the night,

Pausing at times to rouse the smoldering fire,

Or taste the old October brown and bright.

—Robert Southey.

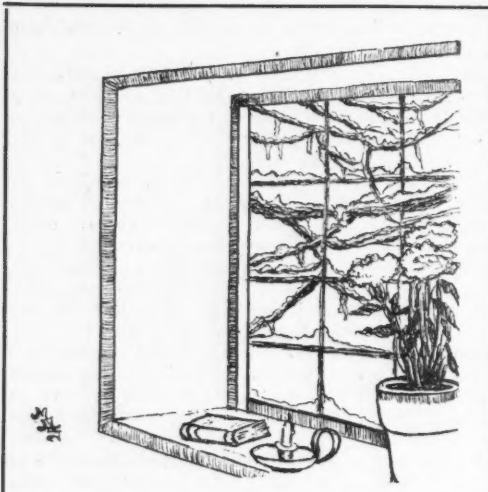
The finest composition of human nature, as well as the finest china, may have flaws in it, tho the pattern may be of the highest value.

Every one has a wallet behind for his own failings, and one before for the failings of others.—La Fontaine.

PICTURE LESSONS FOR LANGUAGE STORIES

Marie A. Shepherd, Minneapolis, Minn.

This work may be easily adapted to any class of pupils from Third grade to Sixth grade, for oral or written language stories, according to the ability of the pupils. The pictures with accompanying lessons each may be cut out and pasted on heavy paper or stiff cardboard and given to the pupils. After the pupils have examined their pictures for a few moments they each may be required to tell an oral story, with or without the help of the outline, and pupils advanced enough to do so should then write the story on paper. A variety of ways may be devised for using the pictures to advantage. For large classes make mimeograph copies to supply each pupil with one.



WANTED—A POEM OR JINGLE OF NOT OVER 20 LINES

Almost of us will think that a poem is not a possible thing for Us to create, but it is possible for every one to originate a poem, and very good rhymes have been made by children of all school ages. If you can express all you wish to say to make your "poem story" complete, pretty, and to really tell a story, in less than 20 lines, make it as short as you like. Here are some titles that may help you in deciding in just what way you wish to tell the "poem story" of this picture.

White Without. Early January Morning. The Coziness of our "Sweet Home." The Story the Plant Told. The Observations of a Candle. What the Book Saw. How January Seems to Me. Thru the Window. What the Great Tree Said. Good-night, Good-night.



A SKATING EPISODE

Suggestions—Four boys I see, and so a story told by any one of the four boys will tell the "Skating Episode," and it will make no difference which one of the boys tells the story. Each boy will tell the same experiences in somewhat a different manner from any other boy. Am sure there will be fun to tell of, jokes on one another, a game, perhaps, accidents, even danger may enter into this story, no doubt a hero will be developed, there may be many more than four as a part of the story finally and the story may end—happily I do hope. Of course the boy that tells the story must leave no doubt as to just how it all was; for we do not always imagine the right endings, or parts of the stories unless it is all told to us in a very, very, clear way.



A HAPPY NEW 1917 YEAR TO YOU

Who is wishing a glad New Year?

Is it early morning, or late at night, surely not during the day—unless some one has been ill, and if that is so, what could have been the trouble?

Each one of these two has an interesting history, perhaps not a very long history, yet it might be a long one after all, but am sure it is worth telling about. And then there is the story of this very time, the present as you see it, and think it to be. This story may be the reason for, oh, all sorts of things to follow. If you can guess what may be a later chapter of this little history, please tell it all in your very most interesting manner.

NEW INSTITUTION BUILDINGS.

As soon as the necessary arrangements can be made, which includes the sale of the property now used, the Christian Brothers' College, one of the oldest Catholic schools for boys in California, is to be moved from its present location, at the corner of Twelfth and K streets, to an eight-acre tract at Twenty-first and Y streets, Sacramento. Right Rev. Bishop Thomas Grace donated the site to the school, announcement to this effect being made by Brother Jasper, president of the College. The decision to move has been prompted by a desire for new and more modern buildings to meet a steady growth, and an athletic field.

At a meeting of representatives of the alumni of the Christian Brothers' College, St. Louis, Mo., it was announced that subscriptions of \$52,000 had been received towards rebuilding the college recently burned. St. Louis will retain the school, the Brothers said, regardless of any offer that may be made. Archbishop Glennon contributed \$2,500 towards the building fund, and Festus J. Wade gave \$2,000. Archbishop Glennon also started a fund for the dependent families of the firemen who were killed at the college fire. He subscribed \$500 personally, and at a mass meeting on the same day on the college campus a total of more than \$10,000 was contributed. An anonymous contributor donated \$5,000.

Charles M. Schwab has informed his Baltimore friends that he will endow St. Francis college, his alma mater, at Loretto, Pa., with \$2,000,000.

The larger part of the gift is to be devoted to the erection of new buildings to replace the older ones and to construct additional buildings.

The college is conducted by the Franciscans, a Catholic order, and is more than 100 years old. Mr. Schwab began his education there in 1866. He has retained his interest in the college and has already helped it in many ways.

A donation of \$50,000 has been made to St. Mary's College and Academy, Notre Dame, Ind., to go to the fund for the erection of a new Conservatory of Music and auditorium, which will cost \$100,000. The donor does not wish her name to be divulged.

On Friday, December the 1st, the Chicago Branch of St. Clara College Alumnae, which school is located at Sinsinawa, Wis., will give a party for the benefit of the building fund of the new college which is to be erected in Chicago shortly. This college will be under the Dominican Sisters who now have charge of a large number of parochial schools in Chicago and vicinity.

At the reunion of the Alumni Association of Mount St. Mary's Seminary, Baltimore, Nov. 22, it was voted to raise \$82,000 towards the cost of establishing a branch of the seminary in Washington. At the reunion Cardinal Gibbons presided and the Most Rev. John Bonzano, D. D., and eight Bishops were present.

Cardinal Gibbons Sends Telegrams. More than 70,000 telegraph night letters appealing for contributions of "at least a dollar" to defray the cost of a new recreation building at St.



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Mary's Industrial School for Boys were sent out by Cardinal Gibbons to Baltimoreans in ten hours on Dec. 16.

This deluge of night letter appeals, a unique scheme in Baltimore, was worked out on the suggestion of Cardinal Gibbons and Brother Paul, director of St. Mary's, who are in charge of the novel campaign. Cardinal Gibbons started the subscription with \$1,000.

California State Board of Education
Adopts MacDonald's Spanish Commercial Reader.

Mr. Will C. Wood, Commissioner of Secondary Schools, Sacramento, Cal., announces that he has received a favorable report from the expert in Spanish, on MacDonald's Spanish Commercial Reader, published by Isaac Pitman & Sons, New York, and that this text will appear on the official list of high school text books for the State of California for the year 1917.

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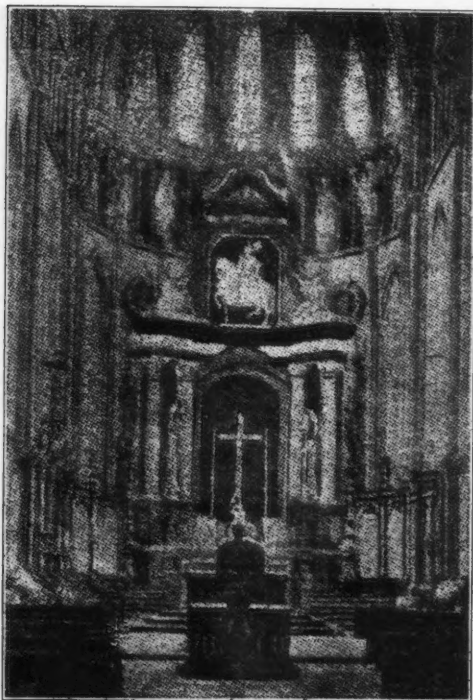
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St. Martin's Church.

The thirteenth century Church of St. Martin at Ypres, West Flanders, was almost destroyed by the bombardment of that city during the present European war.

One of its most prized possessions was the painting of the "Elevation of Cross," which was badly mutilated by shells.

Cathedral of St. Louis, Mo.

The magnificent new cathedral of St. Louis, Mo., is one of the greatest modern examples of ecclesiastical architecture; it is also one of the boldest achievements in reinforced concrete construction ever attempted.

The massive structure is one of the largest and finest cathedrals, not only in this country, but in the world. It is a modern expression of the Byzantine type of architecture, and contains many features which are entirely new in this type of construction.

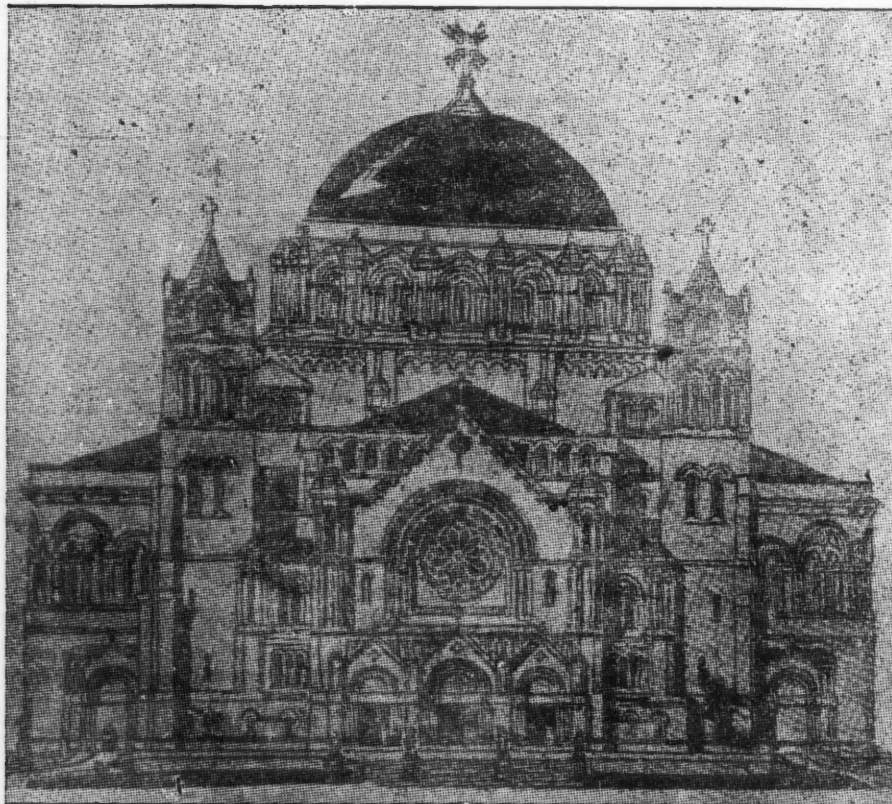
The most pronounced feature is the massive dome of reinforced concrete construction, which towers to a height of 227 feet to the cross, and is 110 feet in its outside diameter. The entire cathedral, including its apse, is 365 feet long by 212 feet wide, and was completed at a cost of something like \$3,000,000. The interior is entirely covered by mosaics.

Church Opened in Athens.

The second Catholic church to be erected in Athens, the Greek capital, was recently blessed and opened. It is dedicated to the Sacred Heart, and was opened by the Latin Archbishop at Athens, Msgr. Petit, at the Augustines of the Assumption.

There had been no church for the Latin Catholic population of Athens besides the magnificent Cathedral of St. Denys, and this did not suffice for the ever-increasing numbers coming from the isles and abroad.

On the first day of November the thousandth German shell struck the Cathedral at Rheims, France. Ever since the recent French drive at Verdun, salvos of shells have been poured daily into Rheims, many striking the Cathedral.





Its Effect Was Marvelous.
5002 N. 5th St., Philadelphia, Sept., 1914.
My case was considered by doctors who treated me as a hopeless one; the least little noise excited me; at times I was very melancholic, but since I took Pastor Koenig's Nerve Tonic all these ill effects have gone, for which I have to thank God, the creator of such a marvelous medicine. Thos. F. Walsh.

Mrs. B. Haas, 31 Weber St., Buffalo, N. Y., suffered from nervousness for 16 years; thinks that Pastor Koenig's Nerve Tonic is the best remedy for that trouble. Since she took it she feels well and strong again and has a good appetite and her heart is quiet. The Tonic deserves a place in heaven.

Mrs. E. Boyle, R. 2, O'Neil, Neb., says that her boy was nervous for years and bothered with spasmodic spells in the fall; found that Pastor Koenig's Nerve Tonic is real good for such trouble.

Ed. Wagner, of Vina, Colo., used Pastor Koenig's Nerve Tonic against stomach trouble and recovered his health again.

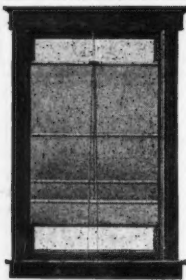
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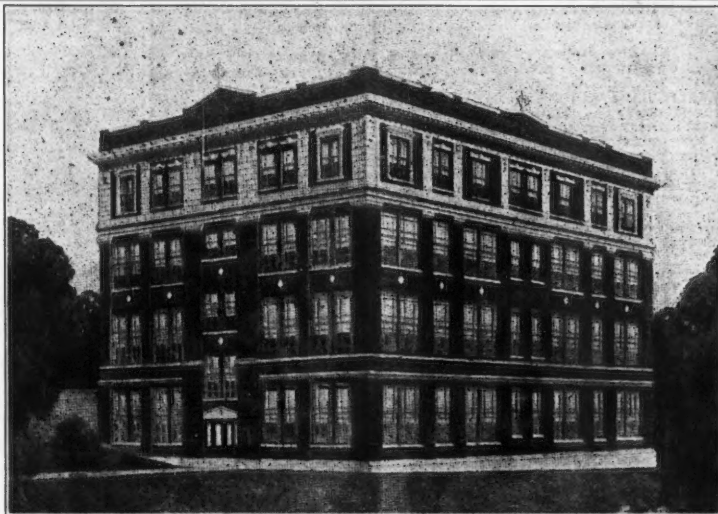
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New Catholic Club and Home At Cincinnati Only One of Kind.

The new Fenwick Club and Boys' Home now under construction at Cincinnati, O., at a cost of \$200,000, will be the most thoroughly up-to-date club in this section of the country, consisting of six stories, with two mezzanine floors and a half basement, while a roof garden will be an inviting attraction. A large gymnasium, which can be used for hand-ball, basket-ball, indoor baseball and tennis is provided for. It will be fitted up with the latest paraphernalia, and complete in all respects. A standard swimming pool, with the very latest water-heating system, will be electrically illuminated from the bottom, and will be equipped with "safety-first" life guards or rails.

The Fenwick Club membership is limited to Catholic young men between the ages of 17 and 30, but the Boys' Home, while Catholic in management, is non-sectarian in admission.



THE NEW ST. PATRICK'S ACADEMY (CHICAGO, ILL.), MODERN EDUCATIONAL STRUCTURE.

The new St. Patrick's Academy, Chicago, Ill., built adjoining St. Patrick's Church, is about completed. It will be dedicated on the 62d anniversary of the dedication of the old St. Patrick's Church and the 44th anniversary of the old St. Patrick's Academy.

The building is designed in the most modern style and at a cost of \$70,000. The new structure will afford much needed accommodations. In designing the building, heating, lighting and ventilating problems were made the subject of special study and the most modern and satisfactory systems have been installed.

THE PRIEST AND EDUCATION. (Continued from Page 386)

ready co-operation. With few exceptions, teachers welcome the help and co-operation of the priest, who can, by his assistance, make lighter the heavy burden which the religious communities carry in the education of the children of the parish.

Some specific suggestions may be made as to the part the priest should have in the life of the parish school. First—the priest should make known to his people the legislation of the Church in regard to Catholic education. He can explain the sound principles on which that legislation is based. It would seem better to emphasize in a positive way the need and advantage of an education resting on a Christian basis and trust Catholic parents to make the application to schools fashioned on a different pattern. The priest's effort should be to make the parish schools efficient. Catholic schools, from an educational as well as from a religious point of view, should be such as to command the support and loyalty of Catholic parents, who will send their children to a parish school, not simply because the public school is built on a false basis, but because the parish school is the right place for every Catholic child. On this point it may be said confidently that once a Catholic parent believes that the parish school is doing its educational work properly he will, save in rare cases, provide his child with a Christian Catholic education.

Second—The priest should see that the parish school in those things that affect cleanliness, safety and health, is up to the standard. Only a little time is required to determine whether or not janitors have done their work properly; whether closets are of the right kind and of sufficient number, and are kept in order. Just a little consideration for teachers and children will prevent corridors and classrooms from being swept immediately before the opening of the session. A very brief examination will show whether or not desks are arranged in the best possible way, whether light is reflected directly into the faces of the children and whether blackboards are between windows. When dirt and uncleanness and bad sanitary conditions are not tolerated in the parish rectory, surely they should not be condoned in the school where hundreds of children, with their teachers, must remain five and six hours every day.

Third—The priest should not allow the scandalous overcrowding which exists, alas! in too many parish schools. Were our teachers the most efficient ever prepared by a training school, they cannot, with the burden of overcrowded classes, make their teaching effective.

Fourth—The priest should not place upon the teachers work that does not belong to them. Their vocation is to teach. Their work requires preparation. In addition to their obligations as teachers are their duties as religious. Classroom and studyroom and chapel see most of them. Hence, after their exhausting labors as teachers and as religious it hardly seems fair to impose upon them the work of cleaning schools or churches or taking care of sacristies. Neither does it seem just that they should be asked to instruct, after the parish school is closed, public school children, or in the evening to instruct working children.

On this point of religious instruction the statement may be ventured that the tendency to turn over to the religious of a parish school the whole responsibility of the religious instruction of the children of a parish, their preparation for the sacraments, cannot but react unfavorably upon the priest and eventually upon the life of a parish.

Fifth—The priest should have a due regard for the order of exercises which are followed in a religious community as well as for the order of exercises in the schools. If there is a children's Mass during the week the Mass should begin on time. If there is an instruction by the priest, that instruction should be at the time appointed. If the priest is a confessor of the teachers he should be at his post at a specified time. He should not come in the recreation hour; he should not come when the teachers are engaged at their household tasks. In a religious community where every hour is occupied with a specified task the irregularity in time of a priest in hearing the confessions of nuns causes inconveniences which affect the duties of the Sisters both as teachers and as religious.

Sixth—The priest should develop in parents a conscientious interest in the school life of their children and labor to bring home and school into a more intimate relation. Until home and school act in harmony, the best fruits of Catholic education will not be in evidence.

Seventh—The priest's attitude towards the parish school will be determined in a large measure by what the seminary has done for him as a seminarian. It may be asked what can the seminary do in order to further the welfare of the parish school? The seminary ought to give its students an understanding of the principles of Catholic education and develop in them a conviction of the absolute need of the parish school. There are instances of seminarians who have not a keen appreciation of the importance of the parish school system. When such is the case it is idle to expect that the priest will think differently from the seminarian; the boy is the father of the man.

CALL FOR BINDERS.

We have ordered a limited number of patent self-binder covers for volumes of The Journal. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for The Journal as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month.

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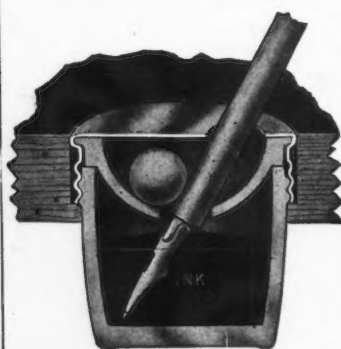
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HEALTH HINTS

Value of Prunes

Prunes are not without friends, even though they are tabooed among the "literary lights." Physicians, baby specialists and dietitians have always been their friends.

Thompson's "Practical Dietetics" says, "Prunes contain a large percentage of sugar, and are very wholesome. It quotes Langworthy as saying that dried fruits compare with cereals in food value.

Sherman in "Chemistry of Foods," puts especial stress upon vegetables and fruits as a source of iron. Animals which live on vegetation are not subject to anemia, as are the animals which live on meat.

In an experimental study made in New York City it was found that a free use of vegetables, whole wheat bread and the cheaper sorts of fruits, with milk but without meat, resulted in a gain of 30 per cent in the iron content of the diet.

Prunes are among the foods rich in iron. They do not contain as much iron as spinach, peas, beans and onions, but they are not far from the head of the list.

As to phosphorus, Sherman's book says: "In general, therefore, the most practical and economic method of securing an abundance of phosphorus in suitable form is by the free use of milk, eggs, vegetables and such cereal products and breadstuffs as contain at least a part of the outer layers of the grains."

Prunes do not contain as much phosphorus as the yellow of egg, but in phosphorus content they lead all other fruits and most vegetables and they outrank white flour.

Scurvy is prevented by eating foods which contain too little of bases and too much acids in their ash. The foods which when eaten in great excess makes for scurvy, are beef, eggs, oatmeal, wheat flour, rice and bacon. Among the foods which lead as correctors of a tendency to scurvy are celery, cabbage, potatoes, prunes and turnips, in the order given in Sherman's tables.

Candy

Candy and sweet meats in quantity do harm because our digestive apparatus has no device for easily getting rid of large amounts of cane sugar. If however candy is eaten in moderation at mealtimes it will do no real harm. But if it is eaten between meals, when the stomach is empty it becomes an irritating acid in the stomach. The following recipes have been tried and are delicious.

- 1 cup granulated sugar.
- $\frac{3}{4}$ cup brown sugar.
- $\frac{1}{4}$ cup confectioner's sugar.
- $\frac{3}{4}$ cup milk.
- Butter size of egg.
- 2 squares bitter chocolate.
- 1 cup nuts.
- 1 teaspoonful vanilla.

Put sugar, milk, butter and the grated chocolate into a granite saucepan and boil until it threads when dropped from a spoon; take off the stove and stir rapidly until it thickens. Add vanilla and chopped nuts and mix well; turn all into a greased pan just before it gets too thick to pour. It is best to use a square pan as there will be a waste in cutting if a round one is used. It must be cut into squares before it gets hard and when it is cool enough not to stick to the knife. It should be packed away as soon as possible after it is cool. It is better to make a small amount, and make it several times than to prepare a large quantity at one time, as the smaller recipe is much more easily handled and gives practice to a larger number of pupils.

DIVINITY FUDGE

- 2 cupfuls granulated sugar.
- $\frac{3}{4}$ cup golden or white corn syrup.
- $\frac{1}{4}$ cup water.
- Whites two eggs.
- 1 teaspoonful vanilla.
- $\frac{1}{2}$ cup chopped nuts.

Five cents' worth dates or figs, which have been cut into small pieces with scissors.

Boil sugar, syrup, and water in a granite saucepan until all becomes crisp when dropped into cold water. Whip the whites of the eggs very stiff in a large bowl. Have

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CATAWBA (Sourly) - - - -	.95	4.00	13.50
ELVIRA (Very light and sourly)	.85	3.75	12.50
REISLING (Sourly, not so tart as Catawba) - - - -	.85	3.75	12.50
RHINE WINE (Sourly, im- ported from Germany) - -	2.50	8.50	30.00

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CHABLIS SUPERIOR (Acme of perfection) - - - - -	1.05	4.50	14.50
CHATEAU YQUEM (Banquet Wine) - - - - -	1.00	4.00	13.50
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some one pour the boiling syrup in a slow stream into the beaten eggs, meanwhile beating very rapidly until the mixture begins to get too stiff to beat. Then add vanilla, nuts, and fruit, stir well and pour into a square pan. Cut into squares before it hardens. Raisens or finely chopped citron are delicious if one prefers them in place of the other fruit. Any kind of nuts may be used in either recipe.

STUFFED DATES

Split dates lengthwise down one side, remove the stones, and in their places put half English walnuts. Press the edges together, and roll in powdered or granulated sugar as preferred. Pack away at once as they dry out rapidly.

College Program Outlined.

The executive committee of the College Department of the Catholic Educational Association, under the presidency of Rev. J. P. O'Mahoney of St. Viator's met at Loyola Law School on Wednesday, Nov. 8th, to outline the program for the next annual convention of the Catholic Colleges of the United States. Among other things it was decided to take up at the next meeting such questions as the standardization of Catholic colleges, the Junior college, specialization of teachers and departments.

Clubs at Non-Catholic Colleges.

The following is a list of Catholic Clubs at non-Catholic institutions of learning:

Amherst College—Catholic Club, Rev. J. Bell, chaplain, Amherst, Mass.
Brown University—Phi Kappa, Providence, R. I.
Colgate University—Catholic Students' Association, Rev. J. U. MacDonnell, spiritual director, Hamilton, New York.
College of Agriculture and Mechanical Arts—Newman Club, Ames, Ia.
Columbia University—Newman Club, Rev. J. H. Dooley, spiritual director, Manhattan Borough, N. Y.
Cornell University—Catholic Club, Ithaca, N. Y.
Dartmouth College—Catholic Students' Association, Rev. J. E. McCooey, D.D., Ph.D., chaplain, Hanover, N. H.
Harvard University—St. Paul's Catholic Club, Rev. John J. Ryan, P.R., spiritual director, Cambridge, Mass.
Indiana University—Marquette Club, Rev. Michael Bogemann, spiritual director, Bloomington, Ind.
Johns Hopkins University and University of Maryland—Catholic Medical Ethics Society, Jesuit Fathers, spiritual directors, Loyola College, Baltimore, Md.
Kansas State Agricultural College—Newman Club, Manhattan, Kan.
Leland Stanford, Junior University—Junipero Serra Club, Rev. J. M. Gleason, spiritual director, Palo Alto, Cal.
McGill University—Columbian Club, Rev. M. P. Reid, chaplain, Montreal, Canada.
Massachusetts Institute of Technology—Catholic Club, Rev. Michael Scanlon, spiritual director, Boston, Mass.
Ohio State University—Newman Club, Rev. William McDermott, spiritual director, Columbus, Ohio.
Pennsylvania State College—Catholic Club, State College, Pa.
Princeton University—The Catholic Club, Rev. William Fitzgerald, D.C.L., spiritual director, Princeton, N. J.



SOME FAMOUS SONGS OF OTHER DAYS.

"MARYLAND, MY MARYLAND."

"Maryland, My Maryland" was a popular Southern song during the Civil War. Jas. R. Randall wrote the words after reading an account in the papers of the attack on the Massachusetts's troops as they passed through Baltimore (1861). A large part of the popularity of the song is said to be due to the fact that it lent itself readily to the vocal uses of large bodies of men on the march. The music follows the German lyric, "Tannenbaum, O Tannenbaum."

The despot's hell is on thy shore,	For life and death, for woe and weal,
Maryland, My Maryland!	Thy peerless chivalry reveal,
His torch is at thy temple door,	And gird thy beauteous limbs with steel,
Maryland, my Maryland!	Maryland, my Maryland!
Avenge the patriotic gore,	Thou wilt not cower in the dust,
That flecked the streets of Baltimore,	Maryland, my Maryland!
And be the battle-queen of yore,	Thy gleaming sword shall never rust,
Maryland, my Maryland!	Maryland, my Maryland!
Hark to an exiled son's appeal,	Remember Carrol's sacred trust,
Maryland, my Maryland!	Remember Howard's warlike thrust,
My mother state, to thee I kneel,	And all thy slumbers with the just,
Maryland, my Maryland!	Maryland, my Maryland!

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BECAUSE—Every step of the way is provided with the *how to do it* as well as the *what to do*. Every detail is given clearly and forcefully; given to be studied as a new principle in arithmetic is studied before trying to work problems involving that principle. This insures mastery of each principle involved, consequently it insures, also, the ability to draw.

BECAUSE—Models given are not to be copied, merely to be studied. Other similar objects are to be procured, studied in the same way, and drawn in the blank spaces below the lessons. This constant demand that the pupil *think* is sure to produce better results than the copying methods.

BECAUSE—Perspective, the nightmare of most drawing classes, is introduced in a perfectly logical reasonable way, easy to learn and easy to teach.

BECAUSE—As soon as a principle is learned it is incorporated into the exercises, thus enlarging the foundation on which we are building the art of drawing. Each new principle presented is studied in many combinations with principles previously studied and mastered.

BECAUSE—Many variations and combinations of *position* are mastered before study of *direction* is begun. *Direction* is thoroughly studied before the study of *form* begins. The study of *proportion* finishes the mechanical foundation of drawing and the pupil who has mastered each study as presented is then able to express by drawing practically anything he wishes so to express.

BECAUSE—The studies in color in the first three grades are in crayon work. Studies in water color begin in the fourth year and continue throughout the remainder of the series. Designs for covers for booklets, calendars, posters, etc., are studied in the color work.

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To Be Director General.

Rev. Ignatius Smith, O. P., professor of psychology and sociology at the Dominican House of Studies, Catholic University, has been appointed Director General of the Holy Name Society of the United States and editor of the Holy Name Journal, the official publication.

Institution for Crippled Children.

St. Edmund's Home for Crippled Children, in charge of the Sisters of Bon Secours, at Philadelphia, will be formally opened on December 8, the Feast of the Immaculate Conception, when the Most Rev. Archbishop Prendergast will speak. At the present time there are nearly sixty Catholic children in non-Catholic institutions for the crippled in Philadelphia.

Poland's Good Friend Is Dead.

Henryk Sienkiewicz, the Polish novelist, best known in this country as the author of "Quo Vadis," is dead at Vevey, Switzerland. The novelist had devoted much of his time recently to Polish relief work. Born of a Lithuanian family at Okreya, Podlasia, about 74 years ago, Sienkiewicz removed to Poland because of the Russian war, and was educated at the University of Warsaw. In 1877, he came to the United States where with others he founded near Los Angeles, a colony on the plan of Brook Farm—and like Brook Farm the settlement was a failure.

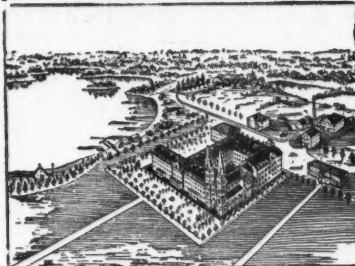
In 1880 he began to write novels. "Fire and Sword," "The Deluge," "Pan Michael," and "Quo Vadis," the last-named of which was translated into thirty languages, are his most notable works.

New School For Tapestry.

The Pope has founded a school of artistic tapestry at the Vatican. The Cardinal Secretary of State has written to the director, Commander Peter Gentili, conveying the thanks of the Holy Father for the presentation of copies of his publication on "The Art of Tapestry."

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To detail here the statements of these various authorities would require too much space, but if you desire to see these statements in more complete form, write to Father John's Medicine, Lowell, Mass., and we will be glad to give the names of the authorities quoted, with brief excerpts from their public statements.

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About Studying Spanish.

We are glad to see some influential Catholic journals waking up to the importance of the study of Spanish. The appended article is from the "Catholic Citizen," of Milwaukee:

"By the latest reports, there are 136 million people in North America and 55 million in South America. Practically all the people of South America speak Spanish. Add the population of Mexico, Central America and the West Indies, and you have 22 million Spanish-speaking people in North America; and 77 million Spanish-speaking people on the western continent as against 14 million English-speaking people.

"In view of the future trade development between North and South America, it will become one of the favorite modern languages in American high schools and universities. We must develop thousands of traveling men and clerks who can speak and write the language of our 80 million Spanish-tongued neighbors."

Saving Daylight.

Dr. James J. Walsh makes some sensible suggestions about "saving daylight." He would have people get up earlier and go to bed earlier. Students in particular profit by this disposal of time. The religious orders retain the old-fashioned custom early rising because their rules require it.

"In so doing they are living in accord with nature," says the Doctor. "Generally they rise at five o'clock or earlier, and usually they do not have breakfast until seven or a little later. They retire at ten o'clock or a little earlier, and so they use the artificial light of the darker hours of the day much less than other people.

Population of United States.

As determined by the Bureau of Census, the population of the continental United States on January 1, 1917, is 102,826,309. With outlying possessions, the total population of the United States is 112,309,285.

Pamphlet Has Second Edition.

A second edition of the pamphlet, "Practical Plan of the Catholic Instruction League," by the Rev. John M. Lyons, S. J., is calculated to spread yet farther the valuable ideas which it advances for providing with Catholic instruction the million and a half Catholic children who attend public schools. Pastors generally, but city pastors in particular, should make themselves familiar with this plan. It is published by the reverend author, Holy Family Church, Chicago.

Dr. Pace on Military Training Committee.

The Very Rev. Dr. Edward A. Pace of the University of America has been appointed one of a committee to draft a course of military instruction which will be acceptable to the various institutions and to the war department, at the conference of the college and university presidents with members of the general staff and officials of the war department which held its closing session last week.

Among the sixteen universities and colleges authorized by the War Department to train students in military science, is the Catholic University, Washington.

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Thanksgiving and Christmas

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Specialization in Elementary Teaching.

Scoring the present wholesale method of teaching, obtaining in Elementary Schools, as psychologically indefensible and leading to superficial and more or less perfunctory results, Mr. Wentthrop D. Sheldon, in the December issue of the "Educational Review" observes:

A program consisting of reading, including literature, penmanship, arithmetic, language lessons, including spelling and composition, geography, and American history, with civics, and in the highest grade some English or general history, should be the very utmost required of the regular class teacher. This of course represents substantially the entire common school curriculum in vogue many years ago, with, however, a broader treatment of most subjects. It was certainly enough in those days for one teacher to handle; it is quite enough now—not to say, somewhat more than usual. It includes subjects of sufficient variety, substance and scope, to furnish the teacher an ample field for study and stimulate wide intellectual interests. To lay well these foundation stones of education demands the teacher's undivided attention. To add other branches, for most of some of which she may have no taste or gift, nor adequate special preparation, is to divert and scatter energies that should be left free to concentrate upon the essential, primary elements of education.

All other subjects, namely, drawing, nature study and elementary science, vocal music, physical training, and manual training in its various forms, should be assigned to special teachers, who have had expert preparation, each for his own particular branch. These experts should be sufficient in number, to give the entire instruction in these subjects.

Arguing that specialization in the teaching of music, drawing, physical training, manual training, throughout the grades makes for unity and continuity in the work accomplished, the writer says: With experts to do the teaching in all grades from the lowest to the highest, the course of the work will not only be more skillfully planned and be given more real substance, but in actual practise it will be carried on progressively from grade to grade. The work of one grade will naturally grow out of that which precedes and be, so to speak, dovetailed into it, so that by the time the pupil finishes the elementary school he will have obtained a considerable body of orderly, systematic knowledge and experience quite worth while, which will remain a permanent possession.

Teachers' Meetings.

Teachers' meetings offer a ready means of constructive discussion: the working out of the permanent policies of the school, reports on visits to other schools; where the needs of the school itself are considered by the faculty as a committee of the whole on the good of the school; where recent interesting and important literature may be reviewed. Such meetings make for esprit du corps, for individual and mutual respect.

Concerning "teachers' Meetings," W. L. Anderson says in a Bulletin prepared by C. P. Carey, State Superintendent of Wisconsin:

"Different things can be done at these meetings to make them interesting and profitable. A part of the meeting should always be occupied by the superintendent to give his impressions of the work as he has been viewing it in his visits to the schools. If it is the case of a small city and the teachers are carrying on the reading circle work, what he has seen should be mentioned in relation to the professional reading the teachers are doing. In this way he can do much to give point to the professional reading, and to make it a vital force in "teaching building."

One of the most profitable things that can be done in a teachers' meeting, or for that matter in the general exercises of the high school, is to have some citizen or other person who has something worth while to say come before the teachers and talk on some subject in which he

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or she may be interested. The banker, the physician, the clergyman, the lawyer, or the newspaper man, are persons who suggest themselves at once as being people whose ideas may be helpful, and they are people who can be made more helpful to the school by being brought directly into touch with teachers in their professional gatherings.

Another valuable exercise that is frequently used is the model teaching exercise. In this the superintendent finds some teacher who has a happy and efficient way of teaching some subject. She comes before the meeting with a class of children and gives a model lesson. Too frequently the exercise stops at this point. What it should do is to go on through question and discussion and application of the strong points to the general problems of teaching. Incidentally it might be remarked that a model class in English or history or science or mathematics might well be taught before the general meeting by the high school teachers. It might show that model work is not confined to the grades, and also that the problem of teaching an exercise well is not so different in high school as people imagine."

The following topics are among the most vital and important themes for teachers' meetings. Many of the topics may be subdivided.

Minimum essentials in elementary school subjects.

Laggards and what to do with them.

Unusually capable children and what to do with them.

Physical conditions that are unsatisfactory—ventilation, heating, lighting, seating, etc.

Waste time in our schools due to poor books, poor course of study, poor physical conditions, poor teaching, poor health of children, poor co-operation on the part of the public, etc.

Reports on educational meetings, visits, etc.

Methods of teaching the various subjects; aims, ideals.

Management problems.

Improving the spirit of the schools, attitude of mind of pupils toward school and toward life, ideals.

Socializing the recitation; getting pupils to take the initiative.

Adapting the school work to community needs, not in a narrow and short-sighted sense, but in a large and comprehensive way.

Teaching pupils to study and how to study.

What habits should these schools establish in pupils and how can it be accomplished? Habits of using reference books, habits of mastery of lessons, habits of civility, habits of co-operation, habits of attention to the work in hand, habits of thoughtfulness, open-mindedness, etc.

What can we do in the way of measuring the school achievements of our pupils?

What can we do in the direction of studying our pupils with a view to advising them what they are best fitted for? (Vocational guidance).

How can we hold more of our pupils in school after they are fourteen?

Study of surveys of other cities.

Study of books of recent publication. Same as to educational articles.

How can we supervise our play, and games?

How can we secure good English in all recitations?

How can we make the work of the schools continuous, rather than a succession of unrelated subjects, or grades?

How much drill shall we have, in what subjects, in what parts of subjects, and to what degree, and how?

How shall we solve the problem of wholesome recreation and entertainment for our pupils?

Special problems in special places, such as dance halls, "gangs," lack of interest on the part of the public, run-down condition of the school, janitor, tyranny and inefficiency, demoralized moral tone in school and community, etc. Many schools have one or more special problems that bother the life out of teachers and principals. It pays to devise ways and means of eliminating such disturbing influences.

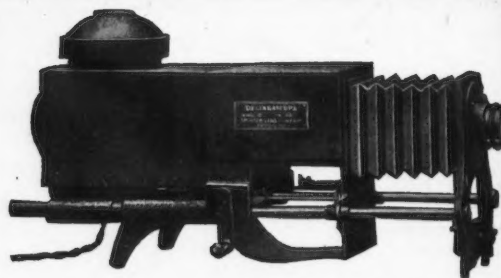
What constitutes "education for efficiency"?

Advantages and disadvantages of the 6-6 plan.

School credit for home work.

What constitutes a good teaching personality?

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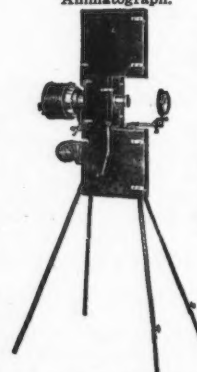
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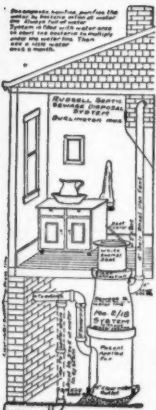
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Book Notices.

"The Boy Martyr of The Blessed Sacrament." A Drama of the Catacombs. Four Acts. By Charles Phillips, author of "The Divine Word" and formerly Editor of "The Monitor," San Francisco. Paper, 40 pages. Single copies 25 cents. Music supplement 25 cents. Published by "St. Francis School for Boys," Watsonville, California.

The story of the youthful martyr, "Tarcisius," which Cardinal Wiseman incorporated in his novel, "Fabiola," is here dramatized. It is a play with a strong religious appeal, treating as it does of the Diocletian Persecution in the fourth century, the last and the longest of the ten persecutions set on foot by the Roman Emperors to crush Christianity.

"The Golden Key and other Talks with the Young." Paper, 40 pages. Illustrated by Frederick M. Lynk, S. V. D. Mission Press, S. V. D., Techny, Ill. The twelve talks given in this little book are on such subjects as "Sanctifying Grace, Charity, Penance, The Voice of Conscience, The Blessed Virgin, Holy Communion, The Holy War (spiritual war), Prayer and Work, The Magic of Influence, The Rosary, Vocations and The Prince of Peace."

"Supervised Study." A Discussion of the Study Session in High School. By Alfred Lawrence Hall-Quest, Professor of Educational Psychology and Principles of Teaching, University of Virginia. Cloth, 433 pages. Price \$1.25. The MacMillan Company (1916), New York.

Based on actual observations and investigations this book aims to be practical. Throughout the book, supervised study is interpreted to mean that method of instruction, by means of which the teacher so presents the subject matter on hand that every pupil is given an adequate opportunity to understand and master the various problems. Part II is devoted to special method of instruction, by means of such subjects as English, History, Civics, Mathematics, The Sciences, the Languages, Literature and the Fine and Practical Arts.

The Ancient World. Part One: Greece and the East, From the Earliest Times to 800 A. D. By Francis S. Betten, S. J., Teacher of History at St. Ignatius College, Cleveland, Ohio, and at Creighton University Summer School, Omaha, Nebraska. Cloth, 299 pages, Illustrated, Maps, Plans. Allyn and Bacon, Boston, New York, Chicago.

Father Betten's, Ancient World represents the highest development of the engraver's, printer's and binder's art. Every detail has been carefully studied from the point of appearance, avoidance of eye strain, convenience of handling and durability.

Part II will soon be issued. Part I and II bound separately, \$1.00 each. The complete book will be \$1.50 each.

Dramatic Reading. For Seventh and Eighth Years. By Pearl Beaudry Ward, teacher in New Rochelle Public Schools. Cloth, 341 pages, 60 cents. Longmans, Green and Co., New York, Chicago.

That dramatic selections in reading are valuable for children is demonstrated by their intelligent interpretation and rendering of the lines. It is also evidenced by the interest awakened in works as a whole, when only dramatic portions of a book are read. On this principle the author submits "Dramatic Reading," which includes scenes from "Standish of Standish," "Seven Oaks," "The Pilot," "The Tallman," and "Lorna Doone." Provided with biographical and explanatory notes, the book is designed for the upper grades and high school classes.

"Keep Well Stories for Little Folks." By May Fawnholt-Jones, M. D., Professor of Hygiene and Sanitation and Resident Physician, Mississippi Normal School. Illustrated by Miss Pauline Wright, Sophie Newcomb College. Cloth, 140 pages. J. B.

Lippincott Co., Philadelphia and London.

In the stories here presented, are incorporated, interesting hygienic facts which may be applied to every-day living. The value of good food, fresh air, proper clothing, personal cleanliness, good habits and temperance, are all stressed as factors in the conservation of health.

How to Use Reference Books. By Leon O. Wiswell, School Librarian, Inspector New York State Education Department. Cloth 162 pages, 60 cents.

Published by the American Book Co., New York, Chicago, Boston, Cincinnati, Atlanta.

Skill in getting information from books is so necessary to a student that no school meets its full obligation if it does not early give systematic training in the use of a library and particularly in the art of consulting works of reference, such as the dictionary, cyclopedia, gazetteer, books of quotations, history, literature, art, etc. Designed to afford practical assistance to parents and teachers who have had no such training, this book will supply a long felt want.

Development of Personality. A Phase of The Philosophy of Education. By Brother Chrysostom, F. S. C. With introduction by Thomas W. Churchill, L. L. D., Former President of Board of Education New York City. Cloth, 379 pages. \$1.25 net. Published by John Joseph McVey, Philadelphia.

In this treatise, Brother Chrysostom demonstrates the fact that while an ethical aim, specialized knowledge and technical skill are qualifications every teacher should possess, the greatest of these is character. How character, so valuable an asset for the teacher, requires a religious basis; how supernatural virtues, by supplementing the natural virtues, make for personal holiness and a type of personality of vital pedagogical value to society, is here outlined by the author, a teacher of long experience who has tested the theories of philosophy and pedagogy in the living laboratory of the classroom.

Dedicated to religious teachers, the sublime philosophy of life here presented must appeal to all teachers who, respecting the dignity of their profession, live and labor for the highest ethical ideals.

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The Catholic Edition of The Progressive Music Series is now an accomplished fact. Books One and Two are now ready; Book Three and Four are almost ready. Teacher's Manual, with its exhaustive commentary and directions, and the Book of Accompaniments are also ready for the press.

In preparing The Progressive Music Series, the authors—Horatio Parker, Dean of the Department of Music, Yale University, Osborn McConathy, Director of the Department of School Music, Northwestern University, Edward Bailey Birge, Director of music, Public Schools, Indianapolis, Indiana and W. Otto Miessner, Director of the Department of music, State Normal School, Milwaukee—have striven to raise the standard of music, by presenting only materials of the highest quality, organized into a plan of instruction based upon approved principles of modern educational psychology. Each book of "The Catholic Edition," while embodying the distinctive features which have made the regular edition so successful, includes a number of catholic hymns and a Gregorian Chant Supplement.

Quite significant is the fact that on Feb. 25, 1916, the Archdiocese of Cincinnati, adopted for exclusive use for a period of five years, The Progressive Music Series.

Catholic Edition,
Book I, 34c Book III, 43c.
Book II, 40c Book IV, 64c.
Manual I, \$1.12, Published by, Silver Burdett and Company, Boston—New York—Chicago.

OBITUARY.

Death of Bishop Richter of Grand Rapids.

The Rt. Rev. Henry J. Richter, Bishop of the diocese of Grand Rapids, Mich., died at 2 o'clock Tuesday afternoon, December 26, of pneumonia.

Bishop Richter was taken to the hospital early Sunday night where the last rites of the Church were administered late Sunday night.

Born at Neuen Kirchen, Germany, on April 9, 1838, Bishop Richter came to the United States in 1854. In 1860 he went to Rome, where for five years he studied in the American College and was ordained in 1865.

He was consecrated a Bishop in April, 1883, and immediately took up the administration of the Grand Rapids diocese. Before coming to Grand Rapids he was prominently identified with Church affairs in Cincinnati.

Death of Father Butler, S. J.

Father Theobald W. Butler, S. J., a pioneer worker among the Jesuits of New Orleans, widely known and revered throughout the South, died in Macon, Ga. last week. He was born on the 13th of July, 1829, at Ballycaron, County Tipperary, Ireland. He came of a distinguished family and was the tenth of twelve children.

Death of Mother M. Angela.

Mother Mary Angela (Sweeney), Superior of Cardome, near George-town, Ky., who celebrated the golden jubilee of her religious life September 14th, last, died at the convent of the Visitation, on December 9. She was Miss Anna Sweeney, of Pittsburgh, before entering the Visitation Order, when 22 years old, at Mt. de Chantal convent, Wheeling, W. Va.

Sister Mary Ellen Downey.

Last Monday afternoon, in the Los Angeles Orphan Asylum, Sister Mary Ellen Downey passed to her eternal reward. She was a native of Cumberland, Md., and is survived by two sisters still living there. Rev. T. D. Reinhart, rector of St. Peter's Church, Hancock, Md., is a nephew.

Sister Mary Ellen entered the community of the Sisters of Charity of St. Vincent de Paul at Emmitsburg, Md., in 1856. She was one of a band that left Emmitsburg, November 21, 1857, for the then far distant shores of California.

Gone To Her Reward.

With a prayer on her lips, Sister Mary Carney, "life of the Carmelite Convent," 95 years old, died at the convent, Eighteenth and Victor streets, St. Louis, Tuesday morning, December 12. She had left her sick bed to attend Mass and collapsed immediately afterward, as she was returning to her quarters.

Aged Sister Called by Death.

Sister Mary Beatrix Seidel-Hood, aged 72, a prominent member of the Visitation Order of Sisters, died in Wheeling, Wednesday, November 29, as a result of paralysis. She had been in the order 52 years and for the past 39 years was in charge of the Mt. De Chantal Academy of that city.

Sister Mary Mulligan.

Entered into rest at St. Joseph's Academy, Carondelet, on December 12, Sister Mary Mulligan, seventy-seven years old, and for over fifty years a member of St. Joseph's Order.

Death of Nuns.

Sister Mary Raphael McGill, 76 years old, died at the Mercy hospital, Chicago, recently. For the last thirty-four years she had been the local sister superior of the hospital, and during her illness she still actively engaged in her work and superintended the erection of two new buildings, additions to the hospital.

Sister Madeline Mattingly, 87 years old, died in St. Joseph's hospital, Chicago, on Sunday. She was one of the oldest Sisters at the hospital and was widely known throughout Chicago for her nursing ability.

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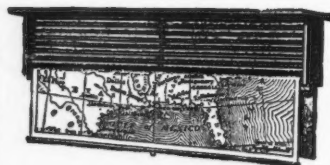
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HUMOR.

To Make Sure.

"Won't you please leave the light burning in the hall, mother?" pleaded little Robert as he was being put to bed.

"Nonsense, Bobbie," was the reply, "Surely you know there isn't anything to be afraid of in the dark."

"Yes, I know, but can't you leave a teeny-weeny light so I can see there isn't anything there?"

He Got Something.

On the last day of school, prizes were distributed at Peter's school. When the little boy returned home the mother was entertaining callers.

"Well, Peter," asked one of the callers, "did you get a prize?"

"No," replied Peter, "but I got horrible mention."

A Point of View.

Several years ago, according to Everybody's, a party of Leland Stanford students paused on the rim of the crater of Vesuvius. As they peered into the seething mass of horror below them, one exclaimed in an awed tone: "Don't that beat hell?"

Some Englishwomen were standing near and evidently overheard. One of them remarked to the others in her wellbred, distinct voice: "Isn't it remarkable how widely these Americans travel!"

His Literary Style.

The class had emerged joyously from a semester in American Literature—its bright, particular stars, its forms, its various styles, its masterpieces, and so forth. With smiling confidence the teacher scanned the final examination papers, and found this: "What was Whittier's style?" "Whittier was not what you would call a stylish man. He cared more for his books and for writing than for clothes."

Fact vs. Fancy

A good story is being told of a reply given by a student to a question set in an examination-paper:

"If twenty men reap a field in eight hours," ran the question, "how long will it take fifteen men to reap the same field?"

The student thought long and carefully before setting down the answer, and when he handed in his paper this is what the examiner read:

"The field having already been reaped by the twenty men, could not be reaped by the fifteen."—Tit-Bits.

A Rare Bit.

A Welsh rarebit, hastily pronounced "rabbit," is, as every one knows, a tasty dish in which crackers and cheese figure.

The members of an automobile touring party from Washington to Baltimore stopped for the night at a certain caravansary at Hagerstown, in Maryland, according to the Baltimore "Sun." Since the food supplied them was execrable, and since their kit furnished the necessary implements, aside from the raw material, they determined to have a Welsh rarebit. Accordingly, two were deputed to proceed to a corner grocery, there to obtain the cheese and crackers. When the old chap that kept the place came forward one of the two said:

"We want a couple of pounds of cheese and some large, square crackers for a Welsh rabbit."

The old man seemed doubtful. "I got the cheese all right," said he, "but I ain't got no large, square crackers. Won't your rabbit eat the small ones?"

Modern Substitutes.

An acquaintance of a well-known humorist was one day talking with him about the remarkable increase of imitations and substitutes for original articles, as margarine for butter, celluloid for ivory, and so forth; "and," said he, "many of the substitutes go ahead of the real thing. In time there will be a substitute for everything—though I don't know about wisdom."

"No," replied the humorist, "up to the present time, at least, there is no really good substitute for wisdom. But silence is the best that has been discovered."

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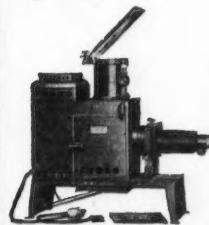
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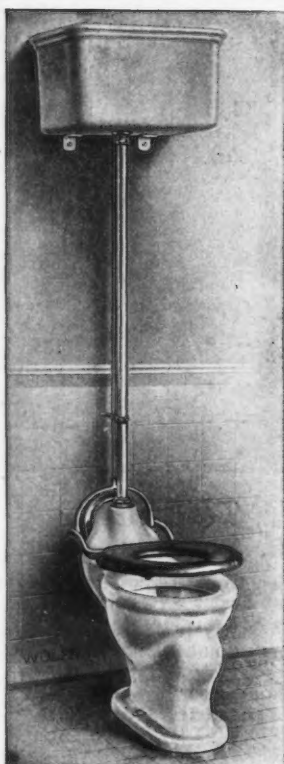
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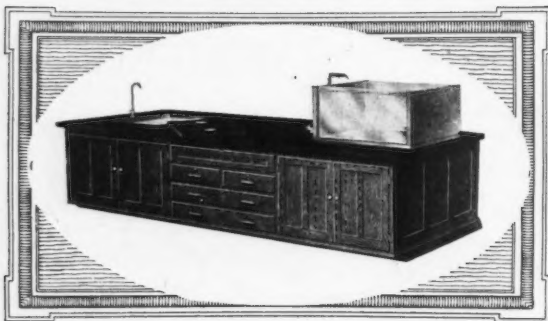
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In response to our prize offer of \$500 for a name suggestive of the title submitted and while the exact title chosen was not submitted by any of the contestants, ninety-six suggested as their first choice a name which included the word "WORLD." We gave this word the prominent place in the title, and the \$500 was equally divided among the ninety-six persons whose names are here listed:

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Mary A. McCallum, Chicago, Ill.
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E. M. Gilford, Supt. Warren, Ind.
L. S. Brumbaugh, Prin. Huntington, Ind.
Karl C. Jansa, Supt. Crawfordville, Ind.
L. L. Guernsey, Supt. Charleston, Iowa
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In addition to the 250 special editors, authors and contributors, educators everywhere were urged to contribute "last word" suggestions and in accordance with our offer of \$5.00 to the person from each state contributing the most helpful suggestion as to practical material to be included in the publication, awards have been made as follows:

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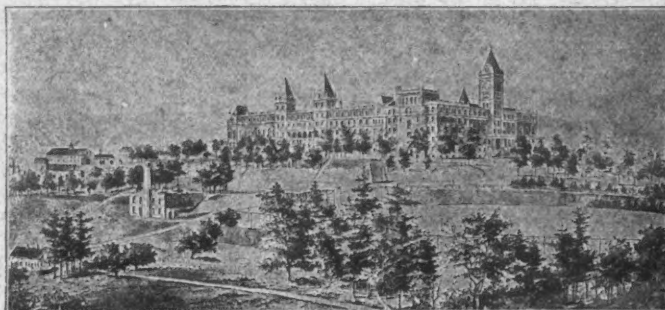
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